REPORT RESUMES

ED 011 413 EC 000 016

SUGGESTED BASIC MATERIALS FOR SLOW LEARNING CHILDREN.

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OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 66

EDRS PRICE MF-$0.27 HC-$5.28 132P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *EDUCABLE MENTALLY HANDICAPPED, *SPECIAL EDUCATION, ELEMENTARY GRADES, SECONDARY GRADES, LANGUAGE ARTS, SCIENCES, ARITHMETIC, SOCIAL STUDIES, COLUMBUS

BASIC INSTRUCTIONAL MATERIALS FOR EDUCABLE MENTALLY RETARDED CHILDREN OF PRIMARY, ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH LEVELS ARE LISTED, DESCRIBED, AND EVALUATED UNDER THE HEADINGS OF LANGUAGE ARTS, ARITHMETIC, SOCIAL STUDIES, AND SCIENCE. MATERIALS INCLUDE BOOKS, CHARTS, SIGNS, GEOMETRIC SHAPES, SYMBOLS, FLASH CARDS, MAPS, NEWSPAPERS, AND OTHER VISUAL AND MANIPULATIVE INSTRUCTIONAL MATERIALS. PUBLISHERS ARE INCLUDED FOR EACH MATERIAL. A BIBLIOGRAPHY CONTAINS 46 REFERENCES. (CG)

11-17-66 - 12

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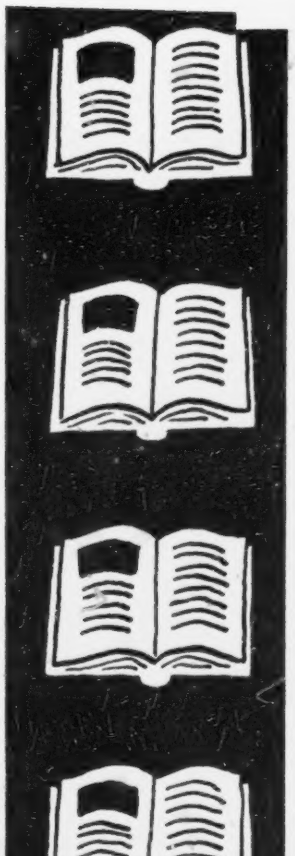

Suggested
BASIC MATERIALS
for
Slow Learning Children

Issued by **E. E. HOLT,**
State Superintendent
of Public Instruction
Columbus, Ohio
1966

STATE BOARD OF EDUCATION OHIO

SUGGESTED BASIC MATERIALS for SLOW LEARNING CHILDREN

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COLUMBUS, OHIO
1966

Bound by the State of Ohio
Columbus Blank Book Company
Columbus, Ohio 43207
1966

FOREWORD

This materials list has been prepared to help implement a sequential instructional program for slow learning children. (These are the educable mentally retarded in Ohio, I.Q. 50-80.) For this reason, groupings have been planned for specific age ranges:

1. *PRIMARY*—refers to classes where children less than ten years of age are enrolled.
2. *INTERMEDIATE*—refers to groups of children in the general age range of ten through twelve years.
3. *JUNIOR HIGH*—is planned for children approximately thirteen through fifteen years of age, while
4. *SENIOR HIGH*—refers to pupils who are sixteen years old and over, and to grades 9 through 12.

Elementary classes which include pupils of both primary and intermediate ages (as, C.A. 8-11 or 9-12) will obviously need to have some materials selected from both *Primary and Intermediate* levels.

Junior high classes which include Grade 9 will need to have materials indicated for ninth grade on the *Senior high list.* The four high school years were put together because of the requirements specified in the State Board of Education Standards for graduation.

A persisting problem in securing appropriate instructional materials for slow learners has been the indiscriminate use of available materials. There are now many items in use in elementary classes which should be reserved for secondary levels. When books are used inappropriately in the early years of the program, their value for older pupils is negated even though the content may be more applicable to high school curricula and the functioning levels of slow learning adolescents. Elementary special class teachers can use SELECTED materials prepared for the general elementary grades but this is not possible at the high school level. Thus, if materials are used prematurely, the secondary teacher may be left with insufficient instructional resources.— Where titles are applicable in more than one study area or at more than one instructional level, they have been so listed. Therefore it is hoped that age range suggestions will be followed.

It should be noted that the materials and publishers identified in this publication are in no way intended to represent an exhaustive listing. These are intended to be examples of materials appropriate for use with slow learning children.

It is anticipated that from time to time new editions of this bulletin will be issued. Comments and suggestions from teachers as they use the current list will be appreciated. Reactions can aid in reviewing, improving and up-dating the list so that it can be kept practical for school use.— In addition requests for review purposes are being continued. As more materials are evaluated, subsequent editions should contain representative items from more publishers.

CRITERIA FOR SELECTION OF MATERIALS

1. Appropriate materials are of necessity selected to fit the age ranges, mental maturity ranges and social developments which may be expected at each level in the program.
    - a) Difficulty of materials is related to probable range of mental abilities.
    - b) Content is related to the chronological age and social interests of the children.

2. Program goals must be kept in mind when selecting materials, since instructional materials used help determine whether these goals are attained. This is more important now than formerly because more communities have a sequential program providing for children from primary years through high school graduation. Teachers must now be more aware of what is appropriate for their own segment of the program.

3. With books, specific factors were reviewed:
    - a) Appearance, by comparison with those used by other students of comparable age.
    - b) Page arrangement—placement and quantity of pictures and diagrams; kind, quality and social significance of pictures.
    - c) Kind, style, quality of type used.
    - d) Evidence of grade labelling and whether this is too obvious.

4. Accuracy of content. Inaccuracies are never deliberate, but sometimes exist:
    - a) by implication for a group of children who read quite literally.
    - b) because material written even five years ago may not reflect current knowledge in some content areas.

5. Selection was made in part from materials already in use in Ohio slow learning classes and recommended by experienced teachers in the field.

SUGGESTED BASIC MATERIALS FOR SLOW LEARNING CHILDREN

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CHART NO. 1

POTENTIAL ACADEMIC ACHIEVEMENT OF CHILDREN WITH VARIOUS INTELLIGENCE QUOTIENT LEVELS

Chronological	Slow Learning Range				Slow Normal Range			Average or Above	
Age	50	60	70	75	80	85	90	100	110
6	Pre-K	Pre-K	K	K	K	K	K	K & 1	1
7	Pre-K	K	K	K	K	K	K & 1	1 & 2	2
8	K	K	K	K - 1	K & 1	1	1 & 2	2 & 3	3
9	K	K	K & 1	1	1 & 2	2	2 & 3	3 & 4	4
10	K	K & 1	1 & 2	2	2 & 3	3	3 & 4	4 & 5	5
11	K	1	2	2 & 3	3	3 & 4	4	5 & 6	6 & 7
12	K & 1	1 & 2	2 & 3	3 & 4	4	4 & 5	5	6 & 7	7 & 8
13	1	2	3 & 4	4	4 & 5	5 & 6	6	7 & 8	8 & 9
14	1 & 2	2 & 3	4	5	5 & 6	6	7	8 & 9	9 & 10
15	2	3 & 4	5	5 & 6	6 & 7	7	8	9 & 10	10 & 11
16	2 & 3	4	5 & 6	6 & 7	7	8	9	10	12
17	*B - 3	**4 +	B - 6	B - 7	7 +	8 +	9 +	10 +	12 +
18	*B - 3	4 +	B - 6	B - 7	7 +	8 +	9 +	10 +	12 +

* B—Beginning (or first semester of grade 3).

**+—Advanced (i.e. good 4th grade, edging into 5th in some things).

Division of Special Education 1962

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CHART NO. 2

POTENTIAL ACADEMIC ACHIEVEMENT OF CHILDREN WITH VARIOUS INTELLIGENCE QUOTIENT LEVELS

	SLOW LEARNERS	SLOW AVERAGE	AVERAGE
	I.Q. 50-79 3—4½%, school enrollment	I.Q. 80-89 12—16%, school enrollment	I.Q. 90-110 60—68%, school enrollment
PRIMARY			
C.A. Range	6 to 9 years	6 to 9 years	6 to 9 years
M.A. Range	3 yrs. to 7 yrs., 2 months	4 yr., 8 mo., to 8 yr., 1 mo.,	5 yr., 4 mo., to 9 yr., 10 mo.
Range in possible achievement	Pre-K to Grade 1	Pre-K to Grade 2	K to Grade 4
INTERMEDIATE			
C.A. Range	10 to 12 years	10 to 12 years	10 to 12 years
M.A. Range	5 yr. to 9 yr., 6 months	8 yr., to 10 yr. 8 months	9 yr., to 13 yrs., 2 months
Range in possible achievement	K. to Grade 4	Grades 2 to 5	Grades 3 to 7
JUNIOR HIGH			
C.A. Range	13 to 15 years	13 to 15 years	13 to 15 years
M.A. Range	6½ to 12 years	10 yr., 4 mo., to 13 yr., 5 mo.	11 yr., 7 mo., to 16 years
Range in possible achievement	Grades 1 to 6	Grades 4 to 8	Grades 6 to 11
SENIOR HIGH			
C.A. Range	16 to 18+ years	16 to 18+ years	16 to 18+ years
M.A. Range	8 yr. to 12 yrs., 6 months	12 yr., 8 mo., to 14 yr., 3 mo.	14 yr., 4 mo., to 17 yr., 6 mo.
Range in possible achievement	Grades 2 to 7	Grades 7 to 9	Grades 8 to 12

Division of Special Education
January, 1966

LANGUAGE ARTS
FOR
SLOW LEARNERS

LANGUAGE ARTS MATERIALS
SLOW LEARNING PROGRAM

PRIMARY LEVEL

The primary class for slow learning children is basically a non-academic program.

The teacher's major responsibility is to develop a strong readiness program. This should provide background experiences which will enable the child to make acceptable academic gains in intermediate and junior high classes. Formal reading experiences should not begin before the child has attained a mental age of six.

Publisher Code	**Title**	**Description**
P-1	1. *A Reading Readiness Program for the Mentally Retarded*	A complete kit—teacher's manual plus materials for 15 children—excellent for the *youngest* children, M.A. 3 and 4,—for directed work. Developed specifically for slow learners.
	2. *A Simplified Reading Readiness Program*	Readiness materials for small group work under direction. Can follow materials listed above or be a part of general readiness for M.A. 4+. Developed specifically for Slow Learning children.
F-4	*The Frostig Visual Perception Materials*	Study sheets for use by small groups in a directed situation. Excellent if used as suggested.
A-1	1. *Picture Stories* 2. *More Picture Stories*	Readiness materials for small group work.
	3. *English—Your Language,* Book I	small group use in directed study.
A-6	*Peabody Language Development* Kit #1	Provides an effective vehicle for language stimulation with small groups.

LANGUAGE ARTS
(PRIMARY)

B-2	Animal Adventure Series 1. *Pretty Bird* 2. *Surprise Egg* 3. *Big Top*	Single copies — recreational reading.
C-3	1. *Picture Book Dictionary*	Two or three copies, for reference.
	Easy Reading Picture — Story Books 1. *Animal Families* 2. *Let's Be Friends* 3. *Tabby's Kittens*	Single copies — recreational instructional reference
C-5	1. Useful Language—Level I Level II 2. Visual Motor Skills Level I 3. Visual Discrimination Level I	Advanced readiness skills—duplication materials—for use with small groups in directed study lessons.
C-8	*Let's Look* *Pictures to Read* *Words to Read*	For directed advanced readiness work with small groups.
D-1	1. *Now I Look* 2. *Now I Read*	Readiness materials for small group directed work.
F-4	*Picture Dictionary*	Two or three copies, for reference.
G-2	*Fun With Tom and Betty* *Games to Play*	Readiness material for small group work.
H-3	1. *Let's Talk and Listen* 2. *Let's Talk and Write*	For directed study work by small group — beginning communication skills.
H-5	1. *Little Bear* 2. *Little Bear's Friend*	Paperback—"I can read" books —good to initiate experiences in reading for fun.
H-6	*Words for Writing, A to Z Spellers* (also used in intermediate classes)	Helps to direct beginning experiences in written communication for those children who have moved beyond writing readiness.

J-1	Sequees, Series 4, 6, 12, All titles	For directed small group readiness encourage sense of sequential order in story events. Can also be used by individuals later to review and strengthen this skill.
	Stick-o-mats	For readiness activities in developing form perception and language concepts.
L-6	*What if For My Birthday?*	To be read by teacher to group —for language stimulation, development of children's oral expression.
L-7	1. *Fun With Us* 2. *Ride With Us* 3. *Play With Us*	For directed work with advanced readiness group.
S-4	Learn to Listen, Speak and Write series 1. Level 1-1 2. Level 1-2 (Other levels recommended for intermediate and junior high classes)	Teachers' edition, particularly helpful. Beginning experiences in written communication.
	Linguistic Block series The First Rolling Reader (Others in series recommended for intermediate classes.)	Mature primary children will enjoy working with these, under direction.
	Curriculum Foundation Series 1. *We Read Pictures* 2. *We Read More Pictures* 3. *Before We Read*	Teachers' edition—particularly helpful of developing extended readiness skills with small groups. However, *if* this is the BASIC READING SERIES FOR YOUR SCHOOL SYSTEM, *Do Not* Use the Pupils' Books with Slow Learners.

LANGUAGE ARTS
(PRIMARY)

S-5	*I Learn to Write* 1. Kindergarten	For teacher use. Ideas and patterns excellent for adaptation. Too much on page for child at readiness level to assimilate as presented.
	2. Book One	For use by small group approaching reading activities—stimulates written language with emphasis on *words.* (Teacher resource for older children, also.)
S-11	Readiness Materials 1. *Steps to Reading*	Work sheets to be used, under direction, by individual or small group. These come in tear-off pads.
	2. *The "Getting Ready to Read" Workbook* 3. *The "Our Dog" Workbook*	Readiness material for more advanced children, approaching level for reading.
	Functional Basic Readers 1. *About King* 2. *About Mary and Bill* 3. *About Friends* 4. *About Fun and Play* 5. *About Things at Home* (Other titles suggested at other age levels.	For teachers who want to use a basic series, this provides a set for slow learning children. It also satisfies parents' need for evidence that "Johnny can read." For directed study with small groups.
V-3	*Match 'N Learn Alphabet Board*	Provides practice in identifying capital and small letters.

LANGUAGE ARTS MATERIALS

INTERMEDIATE LEVEL

At the intermediate level, teachers may want to use a basic reading series. The teachers manuals of the series are essential for the sequential development of reading skills.

The reading series selected should be different from the reading series used in the regular elementary program.

When a basic reading series is used, it must be supplemented with books from this list. This is necessary because the sequence in basic series moves faster than the growth patterns of slow learners.

Publisher Code	**Title**	**Description**
B-2	1. *Pony Ring* 2. *Monkey Island* 3. *Poker Dog*	Single copies — recreational reading.
	Dan Frontier series 1. *Dan Frontier* 2. *Dan Frontier Goes Hunting* (Other titles in series recommended for Junior High classes.)	Single copies — recreational reading.
	Tommy O'Toole series 1. *Tommy O'Toole and Larry* (Other titles in series recommended for Junior High classes.)	Single copy—recreational reading.
	Sailor Jack series 1. *Sailor Jack and Homer Pots* 2. *Sailor Jack's New Friends* (Other titles in series recommended for Junior High classes.)	Single copies — recreational reading.
C-3	Easy Reading—Picture Story Books 1. *The Christmas Kitten* 2. *A Dog for Susie* 3. *Fish on the Tide* 4. *Hurray for Bobo* 5. *The Littlest Reindeer*	Single copy—recreational reading.

LANGUAGE ARTS
(INTERMEDIATE)

	6. *Scatter, the Chipmunk* 7. *Six Foolish Fishermen* 8. *The Mystery of the Broken Bridge* 9. *The Mystery of the Gate Sign* (Other titles in series recommended for Junior High classes.)	
	1. *The Littlest Angel*	To be read to class by the teacher — useful in extending experiential background, stimulating oral language, relating to seasonal activities in the community.
C-5	1. *Useful Language*—Level III 2. *Rhyming*—Level I Level II 3. *Visual Motor Skills*—Level I Level II 4. *Visual Discrimination*—Level II 5. *Beginning Sounds*—Level I Level II 6. *Independent Activities*—Level I Level II	Extended readiness—reinforcement for related reading skills—liquid duplicator materials—for use with small groups in directed study lessons.
D-3	*Blink, The Patchwork Bunny*	Single copy—recreational reading.
D-5	*Twin Kittens*	Single copy—recreational reading.
E-5	*Signs of Everyday Life*	For group and individual use for acquaintanceship with common places and things, awareness of directional and warning signs.
F-4	*Mabel, the Whale*	Single copy—recreational reading.

G-1	Basic Vocabulary Books 1. *Dog Stories* 2. *Bear Stories* 3. *Horse Stories* 4. *Elephant Stories* 5. *Animal Stories* (Other titles in series recommended for Junior High classes.)	Because these have a well controlled vocabulary, they are good for directed reading with small groups.
	Folklore Stories 1. *Once There Was A Cat* 2. *Once There Was A Rabbit* 3. *Once There Was an Elephant* 4. *Once There Was a Monkey* 5. *Once There Was a Bear* 6. *Once There Was a Dog*	Fanciful tales to stimulate imagination and extend language understandings. Single copies for room library suggested; children can then read them independently and share reports.
	True Stories 1. *Big, Bigger, Biggest* 2. *Dog Pals* 3. *Friendly Birds* 4. *I Like Cats* 5. *In the Woods* 6. *Monkey Friends* 7. *On the Farm* 8. *Some Are Small* 9. *Tommy's Pets* 10. *Zoo is Home*	Factual stories to counterbalance the folklore group and help children distinguish the "real" from the "make believe". Single copies for independent, recreational reading should be in the classroom library.
G-4	*The Golden Dictionary*	Two or three copies for reference.
H-1	*Mrs. Mallard's Ducklings*	To be read to class by teacher—for extending experiences, developing language.
H-5	I Can Read series 1. *Danny and the Dinosaur* 2. *Little Runner* 3. *Tell Me Some More*	Good, fanciful stories for individual reading and group sharing. Single copies. Independent reading for those with limited skill.

LANGUAGE ARTS
(INTERMEDIATE)

	4. *Tony's Birds* (Other titles in the same set recommended for primary classes.)	
H-6	The Jim Forest Readers 1. *Jim Forest and Ranger Don* 2. *Jim Forest and the Bandits* 3. *Jim Forest and the Mystery Hunter* (Other titles in set recommended for Junior High classes.)	Single copies — recreational reading.
	Words for Writing, A to Z Spellers 1. Book I 2. Book II	Book I — resource for less mature, Book II—for more mature intermediate children. Teachers will find the approaches suggested (combined writing, spelling and written expression) helpful.
H-9	*The Small One*	To be read to class by teacher for extending experiences, stimulating language development.
L-2	*Instructional Signs*—Set I	For group and individual use to develop awareness of directional signs.
L-6	1. *Little Bear's Pancake Party* 2. *Little Bear's Sunday Breakfast*	Fanciful stories to read for fun and for stimulating imagination —single copies. Good for those with limited reading skill.
	3. *Do You Want to Hear a Secret?*	Teacher read - to small group for language stimulation.
M-1	1. *George and Herbert* 2. *Mrs. Talky and Jim Spot* 3. *Willie Duck*	Single copies for independent reading.

	4. *Who's Afraid?* 5. *Robin Fly South* (Other titles in this series recommended for Junior High classes.)	
M-4	*Tony, the Pony*	Single copy - recreational reading.
M-7	*The Ugly Duckling*	Teacher read—to extend listening-thinking skills, stimulate group discussion.
M-8	*Red Deer, the Indian Boy* (Other titles recommended for Junior High classes.)	Diagnostic reading work-book for directed use with individuals or groups who need practice in reinforcing reading skill.
M-9	1. *Little Monkey* 2. *Where's Andy?*	Single copy—recreational reading for those with limited reading skill.
P-1	*Keyboard Town Typing*	Where classes have multi-handicapped pupils included, typing may be desirable in order that some of these pupils (C.P., visually handicapped) may be enabled to produce legible papers. Typing can also become an aid in occupational training later. This is a method devised for slow learning children which the classroom teacher will find useful with 10-13 year old slow learners.
P-5	*The Magic Bridge Readers*	A new series of fanciful short stories — for individual enjoyment and sharing with classmates and friends.

LANGUAGE ARTS
(INTERMEDIATE)

R-2	Dr. Seus series 1. *The Big Jump* 2. *Stop That Ball* 3. *The Cat in the Hat* 4. *The Cat in the Hat Comes Back* 5. *One Fish, Two Fish, Red Fish, Blue Fish* 6. *Green Eggs and Ham*	May be used by individuals for enjoyment or directed work with small groups to sharpen auditory perception skills.
S-4	Learn to Listen, Speak and Write series 1. Level 1-2 2. Level 2-1 3. Level 2-2 (Other levels recommended for primary and Junior High classes.)	Teachers' edition will prove to be good resource. Extending written communication skills.
	Linguistic Block Series 1. *The Second Rolling Reader* 2. *The Third Rolling Reader* 3. *Rolling Phonics* - consonants	For reinforcing knowledge of sentence structure and phonics, under direction. Children can practice or review in pairs, also.
	4. *Rolling Phonics* - vowels *My Little Pictionary*	Two or three copies for reference. More useful than other picture dictionaries because of its classification system: "Words for People", "Words for What We Do and Did", etc.
	My Second Pictionary (also recommended for Junior High)	Two or three copies for reference. Most advanced group at intermediate level can use this as a learning tool.
S-5	*I Learn to Write* 1. Book One 2. Book Two	Book I — good teacher resource, will need adapting for older children because of choice of words and pictures. Book II—may be utilized by small group.

S-11	Functional Basic Readers 1. *About Things at Home* 2. *About Going Away* 3. Come Along 4. *Ready to Help* 5. *Making Friends* 6. *Something to Do* 7. *World of Wonder* 8. *Enjoy the Seasons* 9. *Things to Believe* (Other titles in this series suggested for primary, Junior High and Senior high classes.)	Teachers looking for a basic series will appreciate the progression of this series which is geared to the developmental patterns of slow learners. For use in directed study with small groups.
T-4	*Common Signs of Community Service and Safety*	Two or three sets are suggested for use by individuals and groups. Reading for protection.
M-3	Challenge Readers 1. *Being A Friend* 2. *Winning Friends*	Co-basal readers highlighting comprehension skills. Stories are based on social situations with provisions for class discussion.

LANGUAGE ARTS MATERIALS

JUNIOR HIGH LEVEL

Reading skill development is a vital part of the language arts program in the junior high slow learning class. These are the years when the pupils can make greatest gains in academic skills and should be helped to use skills independently. In addition to formal reading instruction, opportunities for application of reading must be provided. This is one reason why library reading is stressed and many single copies of books are included in the lists for subject matter areas (science, social studies).

The junior high teacher will need to be familiar with reading techniques and should have as a professional resource copies of reading manuals and a reading text (Betts, Gates, etc.)

Publisher Code	**Title**	**Description**
B-2	Dan Frontier series 1. *Dan Frontier with the Indians* 2. *Dan Frontier with the Wagon Train* (Other titles in series recommended for intermediate classes.)	Single copies for individual recreational reading.
	Tommy O'Toole series 1. *Tommy O'Toole at the Fair* 2. *Tommy O'Toole and the Forest Fire* (Other titles in series recommended for intermediate classes)	Single copies independent, individual reading.
	Sailor Jack series 1. *Sailor Jack and the Target Ship* 2. *Sailor Jack Goes North* (Other titles in series recommended for intermediate classes)	Single copies for individual recreational reading
B-4	*Childhood of Famous Americans Series* (Other titles in this series suggested for senior high classes)	Selected single copies for use in the school library.

C-5	*Rhyming* Level II *Beginning Sounds* Level II Independent Activities Level II	Liquid duplicator materials—to be used for reinforcement and extension of related reading skills — small groups, directed study.
E-4	*Signs of Everday Life*	For group and individual use. Should be specifically taught to those children who have not yet learned them, because of personal safety implications and future occupational needs.
F-1	Pacemaker Story Books 1. *Uncle Jim Comes Back* 2. *The Strange Artist* 3. *Island Adventure* 4. *Trail to Adventure* 5. *Mystery Cottage* 6. *Around the Town*	Paperbacks — May be used by small groups for directed reading—to encourage children in early adolescence to complete a book with interest and understanding, or for individuals as recreational reading.
G-1	Basic Vocabulary Books 1. *Why Stories* 2. *Folk Stories* (Other titles in series recommended for intermediate classes)	For directed reading lessons with small groups. Also good for developing imagination — stimulating creative thinking.
	The Discovery Books 1. *Clara Barton* (8) 2. *Daniel Boone* (7) 3. *George Washington Carver* (8) 4. *Thomas A. Edison* (9) 5. *Benjamin Franklin* (7) 6. *Henry Hudson* (8) 7. *Helen Keller* (9) 8. *John F. Kennedy* (9) 9. *Abraham Lincoln* (9) 10. *Theodore Roosevelt* (9) 11. *John Smith* (9)	Single copies: For biographical reading—and group—and reference reading.

LANGUAGE ARTS
(JUNIOR HIGH)

G-4	1. *My First Golden Dictionary* 2. *Illustrated Dictionary for Young Readers*	Two or three copies for reference.
H-6	Deep Sea Adventure series 1. *The Sea Hunt* 2. *Treasure Under the Sea* 3. *Submarine Rescue* 4. *The Pearl Divers* 5. *Frogmen in Action*	Single copies — recreational reading — reactions may be shared with group by individual, or several who have read same book may develop combined report.
	Jim Forest Series 1. *Jim Forest and Dead Man's Peak* 2. *Jim Forest and the Flood* 3. *Jim Forest and Lone Wolf Gulch* (Other titles in series recommended for intermediate classes.)	Single copies for independent, recreational reading.
L-2	Instructional Signs—Sets II & III	For group and individual use. Because of implications for personal safety and employability should be specifically taught to those pupils who have not yet learned them.
M-1	1. *Animals Wise and Otherwise* 2. *Stories for Fun* 3. *Bronze Billy* 4. *Pirate Gold* 5. *State Trooper* (Other titles in this series recommended for intermediate classes.)	Single copies for recreational reading and reporting.
M-3	Challenge Readers 1. *Keeping Your Friends* 2. *Aiming High*	Provides opportunities for classroom discussion of social situations.

M-5	*Snow For Christmas*	Single copy—recreational reading in line with holiday activities.
M-8	*Scottie* *Adventure Trails*	Diagnostic reading workbooks for directed use with individuals or groups who need practice in reinforcing reading skills.
S-4	Learn to Listen, Speak and Write series 1. Level 2-2 2. Level 3-1 3. Level 3-2 (Other titles recommended for primary and intermediate classes)	Teacher's edition — a good resource—for improving and extending written communication skills.
	1. *The Boxcar Children* 2. *Surprise Island* 3. *Mystery of the Yellow House* 4. *Mystery Ranch* 5. *Mike's Mystery* 6. *The Six Robbens* 7. *The Mystery of Edison Brown* 8. *Blue Bay Mystery*	Individual copies for recreational reading — excellent for giving these pupils the experience of reading "a whole book," also for sharing.
	Invitations to Personal Reading, Grade 3. 1. *Realistic Stories* 2. *Historical Fiction and Biography* 3. *Fanciful Stories* 4. *Books Too Good to Miss* 5. *Books to Enrich the Content Fields*	Individual copies—must be purchased as a set of 25 books. (Planned initially for regular 3rd grade.) Books for individual reading, class sharing.
S-4	*My Second Pictionary* (Also recommended for intermediate classes.)	Two or three copies for reference. Less capable Junior high pupils will be able to use this.
	Beginning Dictionary (Also recommended for senior high classes)	Two or three copies for reference. More capable pupils in Junior high will be able to use this.

LANGUAGE ARTS
(JUNIOR HIGH)

S-5	*Learn Manuscript Writing*	For use in helping junior high pupils develop and maintain good manuscript writing patterns needed in meeting community demands.
S-11	Functional Basic Reading series 1. *Enjoy the Seasons* 2. *Things to Believe* 3. *Something New* 4. *Among Friends* 5. *Gather Around* (Other titles in this series suggested for primary, intermediate, and senior high classes)	May be used by small groups in directed study.
W-4	*New Practice Readers*—Books A & B	For individual or small group use—remedial reading on practice in independent skills.
W-7	American Adventure Series First four titles (Other titles in this series suggested for senior high classes)	Single copies for individual independent reading—later sharing with group.

LANGUAGE ARTS MATERIALS

SENIOR HIGH LEVEL

The slow learner in senior high has, at most, four years in which to prepare for community self-sufficiency. For him the language arts program needs to focus on the kinds of language usage required in an adult world; the major portion of his English time will need to be spent in helping him make efficient use of whatever skills he brings with him from the previous classes—applying them to inter-personal relations, personal safety, social and occcupational situations, economic demands.

Publisher Code	**Title**	**Description**
C-7	*Educator's Washington Dispatch Home and Family Life Series* 1. *A Day With the Brown Family* 2. *Making A Good Living* 3. *The Browns at School* 4. *The Browns and Their Neighbors* (may also be used in relation to social studies)	Written for adult illiterates, these books provide material for the occasional slow learner who arrives at senior high without acquiring measurable reading skills. Should *only* be used with pupils whose reading level is less than beginning third grade.
E-4	*Signs of Everyday Life*	For review use with group and specific teaching to those pupils who do not know them. Stress functional use, occupational and community living implications.
F-4	*Ten Great Moments in Sports*	Single copy for recreational reading, possible reporting.
G-3	1. *English on the Job,* Books 1 & 2 (Suggested for Grade 12 — *Part I* of each.	Part I of each book provides good review of functional English. Good teacher-pupil references.

LANGUAGE ARTS
(SENIOR HIGH)

	2. *Stories for Teen-Agers* Book A—Grade 9-10; Books I & II, suggested for Grades 11-12	Good material to supplement *Teen-Age Tales* (H-7 on this list), as substitute for short stories in other English classes. Foster group discussion. Can be used as text, if desired—or single copy for library shelf.
G-3	3. *Vocational English* — Books I & II (Grade 10-12 by Joachim, Shapiro)	Good teacher - pupil reference. May serve as text if one desired.
G-5	*Stories of the Diamond*	Single copy for recreational reading.
H-7	*Teen-Age Tales* Books A-D, Books 1-6 (Grades 9-12)	Developed by Dr. Ruth Strang and other guidance experts, these books provide an excellent substitute for short stories used in other English classes. Can be used as text, if desired. Can also foster group discussion.
L-2	*Doorways to Employment* Two pad set (Grade 10-12)	Introductory forms for job applications, which can give pupils a common form to use while they are learning about application forms.—These should be followed by experience with a wide variety of application forms from business establishments in the local area.
N-6	*Write Your Own Letters*	Particularly good for providing examples of all types of letters needed in personal and business correspondence. Good reference handbook.
P-2	Lawson, Gary *Newspaper Reading* (Grade 11-12)	Pupil resource in English—should be related to use of whatever daily or weekly paper is accessible in the local area.

R-3	*Reader's Digest* *Reading Skill Builders* (Reading Levels, Grades 2-6) Part I—Grade 9-10 Part II—Grade 11-12	For group use in directed reading—Should be reserved for senior high because content and format make them appropriate for use with older adolescents.
S-1	1. *The Story of John Paul Jones* (Grade 9-12) 2. *Just Plain Maggie* (Grade 9-12) 3. *Clara Barton* (Grade 9-12) 4. *Boy on the Mayflower* (Grade 9-12)	Paperbacks, for individual reading, class sharing. Good to arouse interest in people (biography).
S-2	*The Job Ahead*	Provides meaningful reading experiences relative to adult life.
S-4	1. *The Years Between* (Gr. 10-12) 2. *On the Threshold,* (Gr. 10-12) 3. *In Other Days,* (Gr. 10-12) 4. *People to Remember* (Gr. 10-12) 5. *When Washington Danced* (Gr. 9-10) (Other titles in this series suggested for Junior high classes)	For directed reading as replacement for stories used for literature in other English classes. The first two books provide opportunity for personal - social guidance; the others relate to history and biography.
	1. *Adventures With Animals,* edited 2. *Around the World in Eighty Days,* adapted 3. *Captains Courageous,* adapted 4. *Call of the Wild,* edited 5. *Huckleberry Finn,* adapted 6. *Eight Treasured Stories,* adapted 7. *Famous Mysteries,* edited 8. *Six Great Stories,* edited 9. *The Flying Trunk* 10. *Hidden Silver*	Single copies. Teachers may read—because concepts are difficult although words simplified, or interested individuals may read and share with classmates.

LANGUAGE ARTS
(SENIOR HIGH)

	11. *1001 Nights* (Other titles in this series suggested for Junior high classes)	
S-11	Functional Basic Reading Series 1. *Off to Work* (Grade 9 or 10) 2. *Colombo's Place* (Gr. 9 or 10)	For directed study with small groups. Content can be related to occupational adequacy, citizenship responsibility.
S-14	1. *I Want to Read and Write* (Grade 9-10) 2. *Learning and Writing English* Book I (Grade 10-11) Book II (Grade 11-12) 3. *Adult Reader* (Grade 10-12)	For directed study supplemental use, small groups.
W-4	Biographies of Great Americans series, (Grade 10-12)	Single copies of each in the series—for independent reading.
	American Adventures Series Second four titles (Other titles in this series recommended for Junior High classes)	Single copies of each, for independent reading and sharing with group.
Z-1	*Legible Print Writing for Store and Service Personnel* (Grade 9-12)	For use in helping high school pupils maintain good manuscript writing patterns needed for adult community requirements.

ARITHMETIC
FOR
SLOW LEARNERS

ARITHMETIC

PRIMARY LEVEL

I— GENERAL INSTRUCTIONAL AIDS

Each lesson should be preceded by group discussion and demonstrations with pupil participation. Since most of the arithmetic experiences in primary special classes deal with developing an understanding of number concepts and processes, many visual and manipulative materials are necessary to the adequate operation of the program. Among these are:

Publisher Code	**Title**
C-6	Design cubes
	Geometric shapes—graded form board (circle, square, triangle)
	Matchmate sets
	Miniature toys—wood and plastic; wooden—by the pound, plastic—sets of eight or ten.
	Wooden numbers and math symbols
C-9	Cuisenaire Rods and other arithmetical devices—with teacher's manual
H-10	Structural Arithmetic, Kit I, Part A—with teacher's manual
J-1	Flannel board
	Alphaset numbers and geometric shapes
	Judy calendar
	Judy clock
	Judy numberite
	Judy pegboards
S-4	Arithmetic Readiness cards—with teacher's guidebooks
	Set 1—Grouping
	Set 2—Numeration System
S-16	Classroom calendar
	Counting frame
	Counting shapes (for use on flannel board)
	Cube blocks
	Jumbo beads
	Kinesthetic block set
	Magnetic board
	Parquetry blocks

ARITHMETIC
(PRIMARY)

T-5	Concept clocks Configuration cards Geometric shapes in color
V-3	Match 'N Learn Number Board
Unspecified sources	Audio-visual and kinesthetic aids to concept development Magazine pictures Mounted pictures which show groupings Children's own pictures Matching Kits—made by teacher or older pupils Slides—commercial or teacher-pupil made U.S. Coins—for handling, sorting, recognition (NOT toy money!)

II Books

Publisher Code	**Title**	**Description**
A-1	1. *I Can Count* 2. *I Can Add*	Advanced readiness materials for older primary children to use under direction.
B-2	1. *One to Ten* 2. *Ten and More* (May also be used with less mature intermediate pupils.)	Materials for use under direction with those children who can demonstrate an understanding of concepts involved. Encourage activities to reinforce concepts.
C-5	1. *Measurement,* Level 1 2. *United States Money,* Level 1	Liquid duplicator sheets to be used by the children in small groups under teacher direction. This can follow actual experiences with money and measurement as small group instruction.
F-4	*Come and Count*	Another resource for the reinforcement of number concept.
H-3	1. *Let's Count* 2. *One by One*	Workbooks, not to be put into the hands of children indiscriminately, but for small group work, teacher directed.

H-6	*Arithmetic Foundation,* Level 1	Workbook to be used for small group instruction. Supplemented with manipulative experiences.
H-7	*Learning to Use Arithmetic,* beginning book	Teachers' edition useful in securing ideas and verifying sequential development of number concepts. Has limited use with the children.
H-9	Little Owl Books 1. *Five is 5* 2. *Going Up, Going Down* 3. *One, Two, Three, Four* 4. *Poems for Counting* 5. *Round is a Pancake* 6. *Ten Pennies for Candy* 7. *Three Little Dachshunds* 8. *What is Big?*	Stories to encourage and reinforce number concepts. Should be used first by the teacher with a group of children. May later become a part of the library corner for the children to use by themselves.
H-12	*Numbers for Beginners*	Liquid duplicator materials — may be useful, under direction, for children who have successfully completed such materials as the Continental Press worksheets (C-5); for the older primary children.
P-5	*Numbers for You and Me*	Workbooks, to be used under direction, on a selective basis with those children who have completed other materials—for further reinforcement of number understandings.
S-4	*Numbers We See*	Teachers' edition is very helpful, as it has a well defined, developmentally oriented approach. If used with children, it is suggested that pictures be covered with "windows", to re-

veal small groups at one time instead of cluttered pages. One copy, used with an overhead projector, is suggested. Do not use where this is basic material in primary grades.

ARITHMETIC

INTERMEDIATE LEVEL

I— GENERAL INSTRUCTIONAL AIDS

Concrete arithmetic experiences, started with the primary children, *must* be continued in the intermediate classes. This is the way number concepts are established, and both computational and problem solving skills developed. Equipment needed at his age level will include the following visual manipulative materials:

Publisher Code	**Title**	**Description**
C-6	Design Cubes	
	Geometric shapes—graded form board	
	Matchmates	
	Mozaik	
	Number sorter	
	Sum stick	
	Time learning kit	
C-9	Cuisenaire Rods and other arithmetical devices—with teacher's manual	
E-4	Arithmetic Board	An aid to beginners in computational skills (adding and subtracting), also number concept reinforcement.
H-10	Structural Arithmetic—with teacher's manuals. Kit I, Part B Kit II	An aid to comprehension of computational principles.
J-1	Count-to-ten Boards	
	Flannel boards—1 large size, several of desk size	
	Geometric forms	
	Number matchettes	
	Number punch	
	Place value peg holders	
	Place value tab racks	
	Stick-o-mats (to use on flannel board; make others)	
	Work Boards—#10 #20 #100	
K-1	Self-teaching flash cards, addition and subtraction	

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(INTERMEDIATE)

S-4	Arithmetic readiness cards—with teacher's guidebooks	
	Set 1—Grouping Set 2—Numeration System Set 3—Addition Basic Facts Set 4—Subtraction Basic Facts	These two are also used in primary classes. Use under teacher direction or for extra practice.
S-11	The Green-Eyed Monster	A game to reinforce the skill of telling time as timetables and the "business community" use it.
S-16	Bead abacus	
	Classroom calendar	
	Cube blocks	
	Magnetic board	
	Measure set	Pint, quart, gallon containers—to be supplemented by other kinds and sizes of containers so pupils learn by experimenting that "pint" doesn't mean a particular pitcher or jar or cup, but the quantity each pint container holds, etc.
	Numerals and signs for flannelboards	
	One hundred variboard (more "advanced" work board)	
	Parquetry blocks	
	Place value tab rack	
T-5	Flip-and-Build cards	
	Form puzzles	
	Ordinal placement board	
Unspecified sources	Audio-visual and kinesthetic aids to concept development	
	Magazine pictures	
	Mounted pictures which show groupings	
	Matching Kits—	Made by more mature pupils (or pupils in junior-senior high school units) for all to share.
	Slides—	Commercial or teacher-pupil made.

Pupil's pictures and models—	Built or drawn to demonstrate arithmetic principles as children "discover" them.
Pupil's collections—	Gathered and arranged to demonstrate grouping or computational principle.
U. S. coins—	For making change up to and including $1.00.
Newspapers—	for food ads.
Thermometer	
Calendar—	Large enough for group and individual use.
Clock—	Preferably with alarm (in working condition!)
Empty containers of various sizes	
Yardstick	
Rulers which are marked for ½ and ¼ inches only.	

II-BOOKS

Publisher Code	**Title**	**Description**
C-3	1. *Mystery of the Farmer's Three Fives* 2. *The True Book of Money*	These and similar stories can be used to interest children in uses of arithmetic as well as to reinforce number meanings and processes. Room library shelf.
C-5	1. *Measurement,* Level 2 2. *Time,* Level I Level II 3. *United States Money,* Level I Level II	Liquid Duplicator sheets to be used by children with or following teacher direction. These should follow experiences with time, money or measurements to reinforce learnings.

ARITHMETIC
(INTERMEDIATE)

C-9	*Holiday Storybook*	Another book for the room library which relates to arithmetic.
G-4	*How to Tell Time*	Reference book for classroom library—good to reinforce concepts.
H-3	*Growth in Arithmetic,* Book II	Teacher's edition is helpful in developing skills in sequence. Material should be carefully selected and adapted for pupils—not used directly. *One copy only.*
H-6	*Arithmetic Foundation,* Level II Level III	Workbooks used with teacher direction and supplemented with other activities.
H-7	*Learning to Use Arithmetic,* Book I Book II	Teacher's edition can provide guides to the development of a sequential skills program. Because of the unfortunate tendency to note "The second grade boys and girls had ——" "The children in the second grade were getting ready to ———," material should be *adapted,* rather than used directly with the pupils.
L-3	*Telling Time*—first half (Last half usable in Jr. High)	This workbook, planned for slow learners, has good supplementary work pages for the children who have learned to tell time by the clock and calendar. The intermediate child should *not* be expected to comprehend problems of time in relation to distance (m.p.h.) or dealing with geographical time zones.

S-4	1. *Numbers in Action* 2. *Seeing Through Arithmetic*	Teacher's editions helpful for developmental sequence. If used with overhead projector, pictures can be "covered" with windows—to avoid clutter. Do not use where these are basic materials in primary grades.
S-18	*The Thanksgiving Story*	Another book for the classroom library that relates to arithmetic (as well as to social studies.)

ARITHMETIC

JUNIOR HIGH LEVEL

I — GENERAL INSTRUCTIONAL AIDS

Even at the secondary level, concept development must be reinforced through practical application. In the junior high it may be expected that some pupils are still establishing computational skills (especially those of multiplication and division). Similarly, for many slow learners fractions and decimals (money) take on meaning for the first time at this age level because of their relationship to shop and home economics programs, use of the school cafeteria and participation in school activities. Therefore, the following visual manipulative and non-book materials are needed in a junior high class:

Publisher Code	Title	Description
C-6	Design cubes Time learning kit	
C-9	Cuisenaire Rods and other arithmetical devices—with teacher's manual	
E-4	Fractional Wheel	
H-10	Structural Arithmetic, Kit 3—with teacher's manual	An aid to understanding basic math principles.
J-1	Fraction Inlay Boards Fraction Simplifier Number Lines Number Punch	
K-1	Self-teaching flash cards: Addition Subtraction Multiplication Division	
S-4	Arithmetic readiness cards—with teacher's guidebooks Set 3—Addition Basic Facts Set 4—Subtraction Basic Facts Set 5—Multiplication Basic Facts Set 6—Division Basic Facts	In addition, the pupils should be encouraged to make their own sets to work with. Two pupils can work with each other to reinforce skills.
S-11	The Green-Eyed Monster	A game for reinforcing telling time—can be related to school schedules and social uses in the community.

S-16 Cube blocks
Fraction inlay boards
Measure set (pint, quart, gallon)
Permanent number line
Parquetry blocks

Unspecified sources — Audio-visual aids, kinesthetic aids, other resources for developing and extending arithmetic concepts and skills

Mounted pictures which show arithmetical situations

Matching kits (may be pupil made)

Slides—	Commercial or teacher-pupil made.
Pupil's pictures and models—	Built or drawn to demonstrate arithmetical situations.
U.S. coins and currency— (NOT toy money!)	For making change up to and including $10.00.
Newspapers—	For food and clothing ads and for developing awareness of arithmetic in sports, theatre and TV news.
Thermometers—	Outside, inside cooking thermometers—candy, meat, etc. oven thermometers.
Calendars	
Clocks—	With and without second hand.
Empty containers of various kinds, shapes, sizes—	Including cans and packages, liquid measures.
Measuring cups and spoons—	Both aluminum and plastic.
Yardstick	
Tape measures—	Steel, cloth
Rulers—	Marked for ½, ¼, ⅛.
Tri-squares	
Maps—	City, county, state road maps (also used in social studies).

ARITHMETIC
(JUNIOR HIGH)

II-BOOKS

Publisher Code	**Title**	**Description**
C-3	*The True Book of Money*	One copy should be on the room library shelf for reference. (Can also relate to social studies.)
C-5	*Measurement,* Level 3 *Time,* Levels 2 and 3 *United States Money,* Level 3	Liquid duplicator sheets. Good to review and refine basic ideas relevant to time, money, measurement. Basic information needed for successful participation in shop and home ec. classes.
D-6	*It Happened on a Holiday*	Recreational library reading that can be used to alert pupils to social uses of arithmetic. One copy.
F-1	1. *Money Makes Sense* 2. *Using Dollars and Sense*	Two workbooks developed by a special class teacher which give emphasis to a very important segment of the arithmetic curriculum. May be used directly with the pupils; will have more value if experiences with actual money are interwoven with the problems presented.
H-3	*Growth in Arithmetic,* Book 3	Teacher's edition for guidelines in developing sequence. Some pages can be used for review of computation; most should not be used directly. Lends itself to adaptation. One copy sufficient.
H-7	*Learning to Use Arithmetic,* Book 3	Teacher's copy gives clear sequential guidelines. Care must be taken to *adapt* materials, since too many times phrases such as "The third grade planned ——————" are used. One copy sufficient.

M-6	*At the Bank*	One copy should be on the room library reference shelf. (Also related to social studies.)
O-2	*How to be a Wise Consumer*	One of the Oxford Adult Education series, this book is designed to help develop awareness of good purchasing habits.
O-3	*Around the Year*	One copy should be on the room library shelf for reference. Relates time and seasons. (May also be useful in science.)
R-5	*Getting Ready for Pay Day,* Part 1—*Checking Accounts* Part 2—*Savings Accounts* Part 3—*Planning Ahead* (may also be used in Senior High)	*9th Grade Only* Workbooks developed by a special class teacher. Good for group use in becoming familiar with practical money situations as a part of job orientation. For that reason is recommended for *9th grade pupils only,* because they are closest to the actual work experience and should have more maturity for assimilating the information.
S-4	*Seeing Through Arithmetic,* Special Book A	Several copies—with teacher's guide—would be useful in working with groups within the class on developing number concepts, computational skills, problem solving skills, that others in the class may already know.
V-2	*The Story of Our Calendar*	One copy for library reference shelf, for individual pupils who are anxious to get more information than is presented in class.

ARITHMETIC
(JUNIOR HIGH)

W-5 *Money, Then and Now*	Good for use with a more advanced group within the class. (Relates to social studies, also.) Develops concepts which are relatively abstract.
W-11 *Understanding Time*	Single copy for library reference shelf. Good to extend concepts for the few who are ready to move beyond general class presentations.

ARITHMETIC

SENIOR HIGH LEVEL

I — GENERAL INSTRUCTIONAL AIDS

Some of the most important instructional aids for high school slow learners are *not* found in books or even in commercially prepared arithmetic devices. These young people are rapidly approaching adulthood, and need contact with the kinds of problems they will meet in community living. Thus the high school math program must provide for experiences with:

Title	Description
1. Ads—from newspapers, magazines, catalogues, store bulletins related to	Food Clothing Furniture—care, Cars Rental property
2. Checks, deposit slips	Used for all phases of banking services Savings accounts—including interest due Checking accounts Club accounts—Christmas, vacation, tax, etc. Loans—including interest paid, Loan companies
3. Calendars	Figuring—days, dates, holidays, vacation, etc.—date books
4. Clocks	And watches of many kinds, makes, sizes
5. Phone books	Alphabetizing, uses of yellow pages
6. Catalogues	Mail order buying
7. U. S. Monies	Coins and currency (Play money is not a realistic teaching aid)
8. Tickets	Cost of tickets—athletics events, dinner, concerts, plays, admittance or hourly fee for skating rink, swimming pool, golf course, etc.

ARITHMETIC
(SENIOR HIGH)

9. Application blanks	Practice in filling out forms
10. Measures	
Liquid	Pint, quart, half gal., gallon, etc.
Dry	Cup, ½, ¼, ⅓, cups, Tbl., Tsp., (oz., Lb., doz., box, etc.)
Linear	Ruler, yardstick, carpenter's square, gauges of various types.
Heat-Cold	Thermometers of various kinds, hydrometer
11. Schedules	
Transportation	Public transportation
T.V.	Entertainment—TV, theatre, Sports, meetings School hours Working hours Time allowances in travel
12. U. S. Money-coin and currency	Amounts up to $30, which may be borrowed, short term (for the day or period), through appropriate channels. Needed to develop facility and accuracy in making change. (*Actual* money is needed to teach this. It cannot be left entirely to discussion and paper and pencil work.) (Play money is not a teaching aid.)
13. Budgets	In terms of size of family and amount of income; priority listing of individual or family expenses
14. Math problems related to work	Gross and net earnings, withholding, holiday and vacation pay, sick leave, overtime pay (time-and-a-half and double time), piece work rate, comput-

ing pay on basis of hours and pay, salary vs. hourly wage scales, etc.

II-BOOKS

Publisher Code	**Title**	**Description**
C-7	*The Arithmetic Workbook*	Designed for adult illiterates, this provides material for working with the occasional high school pupil whose arithmetic skills are almost non-existent. Should *not* be used with any who can score above 2.5 on a standardized arithmetic test.
N-5	*The Money You Spend*	*Good for use with 9th or 10th grade groups* — preparatory to the money management required when the pupil reaches the on-the-job part of work experience.
O-2	*How to be a Wise Consumer* (is also used in 9th grade when this grade is included in junior high)	Good to reinforce and review information from junior high program—or for use with those who were not ready to assimilate this information at an earlier age level.
P-2	*Everyday Business*	Developed by a special class teacher for use with his own high school pupils, this is suggested for use in Grades 11 and/or 12 as a source of practical information and procedure.

ARITHMETIC
(SENIOR HIGH)

P-5	*Everyday Consumer Business*	This provides information from which the teacher can expand and build depth into instruction for groups using P-2, above. A single copy should suffice, since it is *not* recommended as a book to put into the hands of the students. (On rare occasions an individual pupil may be permitted to use this for a specific assignment.)
P-7	*Mathematics in Living* Book 1—*Buying* Book 2—*Wage and Budgets*	Recommended for *Grades 10 and/or* 11, so as to relate to work experience (particularly Book 2). Developed by a special class teacher for his own classes.
R-5	*Getting Ready for Pay Day* Part 1—*Checking Accounts* Part 2—*Savings Accounts* Part 3—*Planning Ahead*	*For use in 9th grade,* whether this is in junior or senior high school in local organization. Good preparation for material in N-5, P-2, above.
	Useful Arithmetic	Good review to insure pupils in *Grades 11-12* have mastered essential arithmetic needed in life situations.
S-4	*Seeing Through Arithmetic,* Special Book B	In a senior high class there may be one or more pupils whose skills are weak—not to the point where they need *initial* instruction, but where *remedial* instruction is indicated. Because the format is juvenile, although the content is basic to adult needs, teachers may prefer to have one copy, with the guidebook, and adapt material for their students.

S-14 *Modern Practice Book in Arithmetic* (Working with Numbers)	Devised as a review for adults who have limited literary skills, this provides a good review at 9th or 10th grade level.

SOCIAL STUDIES
FOR
SLOW LEARNERS

SOCIAL STUDIES

PRIMARY LEVEL

Since the majority of slow learners up to and through age ten have little reading skill, social studies is primarily an action experience for the primary class. *Seeing, feeling,* and *talking* all take precedence over reading in developing children's awareness of people, places and things in their immediate environment and in learning social interaction. Consequently, few books can be suggested for use with slow learning children in primary classes. (Teachers are referred to appropriate curriculum guides, teachers manuals and professional references from which ideas for social studies units can be gleaned.)

I. SOCIAL DEVELOPMENT; SOCIAL RELATIONSHIPS

Publisher Code	**Title**	**Description**
H-9	Little Owl series 1. *A Day With My Pets* 2. *All Kinds of Neighbors* 3. *Children of the World Say "Good Morning"* 4. *Daddy is Home* 5. *Here Comes Jimmy!* 6. *Here Comes Jimmy's Dog!* 7. *Let's Take A Walk* 8. *Let's Talk About the World* 9. *Mr. Jolly's Sidewalk Market* 10. *My Little Brother* 11. *The River* 12. *This is My Family*	Single copies can be used by teachers in small group discussion, then left on library table for children to "re-read". Since they range from picture stories to beginning reading, all children can use them. Each story develops a basic social growth idea; this can be related to the children's own experiences.
S-2	*A Book About Me*	Fun for the children to use, this booklet also is useful for the primary teacher, since it indicates how each child "sees himself" in relation to the world around him.

II. COMMUNITY UNDERSTANDINGS

A-1	Curious Chester	When supplemented by experiences, this is an excellent book, designed to introduce basic con-

	cepts relative to home, school and neighborhood. Because this is a readiness book, requiring no reading, it can be used, under direction, by a group of children. The teacher can edit to delete "the first grade", where it appears, as she reads or re-tells the story. The teachers' edition is particularly helpful because, in addition to suggested activities and procedures, there are lists of related books to be read to the children, films and filmstrips that may be helpful.
A-3 *Our Homes and Our Schools*	The first part of this book is quite usable by a small group under teacher direction. Chapters 4 through 7 will be usable by the more advanced children or may be read to the group by the teacher. Basic ideas relative to school and family living are emphasized.
H-7 *A New Hometown*	Especially good for communities where new housing developments are being established, or for any class where a child and his family is moving into or out of the area. Acquaints children with concepts of interdependence of people, importance of interpersonal relationships. Teacher's edition is especially helpful because it includes lists of books to be read to the children and handled by the children, suggested films, filmstrips and records, and professional refer-

		ences—as well as the usual guide-lines for sequence of ideas and activities. Can be used with a group or as a base from which units can be developed.
R-1	*Everyone Wants A Home*	A novel way of introducing children to a specific social studies concept—through a cat story. Would be good to introduce a unit on Homes (pointing up how "homes" differ from "houses") —and good for the library table afterwards. Not over six copies needed—and a single one could suffice.
S-4	*At Home*	Teacher's edition encompasses excellent suggestions for a readiness program in the social studies. The children's book, which should be used after classroom working patterns have been established, puts emphasis on shared responsibilities and earned privileges within the family. Can relate to children's experiences. A new (Diamond) edition was printed in 1965 for communities that are seeking materials reflecting different ethnic groups; can be used to develop an awareness of differences among peoples. To be used with a small group or may be used as a base for social studies units.
S-8	1. *We Play,* second edition 2. *We Live With Others,* second edition	Teacher's editions provide much that is helpful in organizing a social studies sequence for pri-

mary children. Three to five copies of the pupils books would be helpful for use in re-inforcing concepts with small groups of children within the class. Should always be used under teacher direction, to insure the development of an appropriate idea, since it is difficult for slow learners to "un-learn and re-learn" once misconceptions have been established.

III. OTHER MATERIALS

W-12	1. Children's Newspapers *My Weekly Reader* Kindergarten edition	The use of this pictorial and readiness sheet can be the prelude to using the newspapers in the secondary school program. Develops language and social awareness. Copies for the entire class are desirable.
	2. Children's pictures	The teacher can do much to implement learnings if pictures are taken of classroom and field trip activities. Should always be used to reinforce a basic concept. (If the P.T.A., or another organization, wishes to make a contribution, a Polaroid camera is especially helpful to use with young children.)
L-2	3. Familiar safety signs Set I	Children should be acquainted with these commercially prepared signs, but these should be supplemented by field observations of actual signs within the school neighborhood—and how they should be obeyed.

	4. Other neighborhood signs	Children can use these — the neighborhood gas station, church, yellow brick house, trailer camp entrance, etc. to orient themselves to directions within the community.
C-5	5. *Monthly Activity Units,* Grade 1 General information for community living.	Monthly publication which offers opportunity for the development of social studies concepts and interpretation through oral language and readiness activities.

SOCIAL STUDIES

INTERMEDIATE LEVEL

While a few slow learners are unable to make substantial reading progress even in the intermediate special class, most bring a degree of social background and sight vocabulary with them from the primary area. They can acquire skill proficiency during their intermediate years equivalent to that of an average third grade pupil. Skills developed in the language arts can be used in subject areas, so that, while *seeing*, *feeling*, and *talking* about social studies content still receives major emphasis, intermediate class pupils are now encouraged to secure additional information by reading books and using other resources.

Textbooks, per se, are *not* recommended; but textbooks purchased in limited quantities (3 to 6 per class) *may* become resource materials studied by small groups under teacher guidance or used by class committees in working out reports. In addition, the room library should include many single copies of "information books" and stories relative to units planned for the intermediate area. Most of these will relate to the immediate neighborhood and will be designed to encourage greater personal responsibility, improved social interaction and sharper awareness of the environment than children of a younger age could develop. A wide variety is particularly essential because children may find themselves in the same special class for two to four years. (Most school districts do not have sufficient number of slow learning classes to permit annual promotion.)

Among the books which have proven useful in intermediate slow learning classes are the following:

I. SOCIAL DEVELOPMENT, SOCIAL RELATIONSHIPS

Publisher Code	**Title**	**Description**
B-2	The How Series 1. *How Families Live Together* 2. *How We Celebrate Our Fall Holidays* 3. *How We Celebrate Spring Holidays* 4. *How Weather Affects Us* (Other titles in this series are suggested for Section II)	Three copies may be shared by a small group, with teacher direction. Later these books will be available to all children in the class through inclusion on the room library shelves.

C-3	The "I Want to be" series 1. *I Want to be an Animal Doctor* 2. *I Want to be a Baker* 3. *I Want to be a Bus Driver* 4. *I Want to be a Carpenter* 5. *I Want to be a Dairy Farmer* 6. *I Want to be a Dentist* 7. *I Want to be a Doctor* 8. *I Want to be a Fireman* 9. *I Want to be a Fisherman* 10. *I Want to be a Homemaker* 11. *I Want to be a Mechanic* 12. *I Want to be a Nurse* 13. *I Want to be a Policeman* 14. *I Want to be a Postman* 15. *I Want to be a Restaurant Owner* 16. *I Want to be a Road Builder* 17. *I Want to be a Storekeeper* 18. *I Want to be a Teacher* 19. *I Want to be a Telephone Operator* 20. *I Want to be a Train Engineer* 21. *I Want to be a Truck Driver* 22. *I Want to be a Zoo-Keeper*	Single copies should be a part of the room library. These acquaint the child with the wide variety of possibilities in the world of work. These books can also be used as reference for content area (II — Community Understandings).
G-1	The Holiday Books 1. *Fourth of July* 2. *Thanksgiving* 3. *Halloween* 4. *Spring Holidays* 5. *New Year's Day* 6. *Patriots' Days* 7. *Valentine's Day* 8. *Birthdays*	These are too difficult, both in terms of vocabulary and concept development, for the intermediate children to really read "on their own". However, these are at a social level of the intermediate slow learner, and contain information with which his peers will expect him to be acquainted. It is suggested that single copies be in the classroom library and that the teacher use them with the children at appropriate times during the school year.

SOCIAL STUDIES
(INTERMEDIATE)

II. COMMUNITY UNDERSTANDINGS

A-2	1. *Learning About Our Families* 2. *Learning About Our Neighbors*	Single copies for reference use may be helpful, since content covers many points which are emphasized with slow learners. However, teachers should scan to select segments to be used. Those parts in which "the First Grade" or "the Second Grade" appear should be avoided.
A-3	*Our Neighborhood*	Good for use by individuals or by a group within the class. Can be read easily by most intermediate slow learners, and contains information pertinent to the social studies sequence. Suggest 5 or 6 copies.
B-2	*You and the Neighborhood*	A good reference for the more mature intermediate child. Suggest 5 or 6 copies for the class.
	The How Series 1. *How We Get Our Mail* 2. *How Doctors Help Us* 3. *How Hospitals Help Us* 4. *How Schools Help Us* 5. *How We Get Our Clothing* 6. *How We Get Our Dairy Foods* 7. *How Airplanes Help Us* **(Other titles in this series are noted under Section I, Intermediate. Some are reserved for junior high classes.)**	Three to five copies may be shared by a small group, with teacher direction—later put on classroom library shelves for individual reference.
C-3	The True Book series 1. *The True Book of the Circus* 2. *The True Book of Our Post Office and How It Helps*	Single copies — for reference use — are suggested for the classroom library.

	3. *The True Book of Policemen and Firemen* 4. *The True Book of Schools* (Other titles in this series are suggested for junior high classes.)	
F-4	*Billy's Neighbors*	Single copy for library reference.
	The Big City series 1. *Big City Fun* 2. *Big City Homes* 3. *Big City Transportation* (Other titles in this series are suggested for junior high classes.)	Although the reading level of these books is beyond that of most intermediate slow learners, the photographic plates help to develop the concepts behind the words. Single copies for reference when studying units on use of leisure time, homes, travel.
H-1	1. *Come to the Country* 2. *Company's Coming for Dinner* 3. *City Springtime* 4. *Olaf Reads* 5. *Hello, George Washington* 6. *A Summer to Share* 7. *This is the World*	Single copies, to be kept on the library shelf, can be used effectively for guidance and social studies reference. (The children will think they are also "for fun".)
H-7	*In School and Out*	Particularly good to use with children who have just been promoted from a primary special class—or with those children who are less mature in the intermediate group. This book lends itself well as a reference for unit teaching. Suggest five or six copies for the class.—Teacher's edition suggests many good resources, also.
	It's Fun to Find Out series 1. *Farm Animals*	Single copies of these are suggested for the classroom library.

SOCIAL STUDIES
(INTERMEDIATE)

2. *The Fireman*
3. *The Mailman*
4. *The Food Store*
5. *A Day at the Fair*

This series was developed to "feed back" information given in Encyclopedia Britannica films with identical titles, and thus can be enjoyed and interpreted by children who cannot actually read all the words. Film should be used prior to class discussion.

M-6 1. *About the Airplane at the Airport*
2. *At the Airport*
3. *At the Dairy*
*4. *At the Library*
5. *At the Post Office*
6. *At the Zoo*
*7. *About Doctor John*
8. *About Fathers at Work*
9. *About Firemen*
*10. *About Glasses for Gladys*
11. *About Jack's Dental Check-Up*
*12. *About Jill's Check-Up*
13. *About Miss Sue, the Nurse*
14. *About Our Friendly Helpers*
15. *About More Friendly Helpers*
16. *About Policemen*
17. *About Postmen*
18. *About School Helpers*
19. *About Family Helpers*
20. *About Playground Fun*
21. *Good Times at Home*
22. *About Our Flag*
23. *About Some Days to Remember—Holidays*
(Other titles from these series are suggested for Junior High units.)

Single copies, for library reference, should be on the room bookshelves. Those marked with an asterisk are titles that may reappear at another age level within the special class organization.

S-2 *Our Working World* (Grade 1)

A resource unit, with accompanying records, filmstrips and activity books, this suggests *many* ideas which a good social studies program for slow

		learners should encompass. The filmstrips appear to be usable. Portions of the records, will need to be omitted for slow learners, since they were originally written for younger children. Concepts of work and of interdependence are stressed.
S-4	1. *At School* 2. *In the Neighborhood*	These should work well for small group work and individual references in classes which contain children of both primary ages and intermediate age. The introduction to concept of change and progress is well done. 1965 Diamond edition is available for communities desiring it. Three to five copies of each title are suggested. Teacher's edition gives many pertinent suggestions for social studies sequence, and concept development. Pictures tend to be babyish for older intermediate children.
S-8	*We Have Friends*	Although pictures are young for intermediate children, one copy should be kept for reference. Stories tend to accentuate the idea of being helpful, consideration for others — developing friendships. Map skills are well introduced, also. Teacher's edition is quite useful especially in its listing of resource materials.
W-4	*In Town and City*	Selected stories from this text-workbook may give ideas for review at the close of a unit or

for "tests". The older intermediate children can check acquired information and feel more "like" their peers in the intermediate grades who have progress tests in content areas.

III. OTHER MATERIALS

 S-1 W-12	1. Children's Newspapers *News Pilot and News Ranger* *My Weekly Reader* Editions 1 & 2	These provide the child with another key to the world around him and help him develop awareness of events both near and far away. Older children in the class may be pointed towards awareness, of newscasts on TV and radio and of headlines in the daily paper.
	2. Children's pictures	As with primary children, snapshots or Polaroid pictures of class activities and field experiences can be good motivation for both initial learning and recall. If feasible, slides are another way to picture activities, also.
	3. Tape recorder Invaluable for just listening to one's own speech patterns.	Provides a good way for children to summarize information, listen to their presentation and, with help, learn to organize ideas more effectively.
 L-2 T-4	4. Familiar safety signs Sets I & II *Common Signs of Community Service and Safety*	After using these signs which are commercially available, children should be encouraged to make their own, relating them to local community usage.
 O-6	5. Highway safety *Bike Riders Manual* (also suggested for Junior High units)	Because this was written for children in regular intermediate and junior high school grades, the vocabulary is be-

		yond the reading ability of intermediate slow learners. However, special class pupils *do* have and use bicycles; so copies of this should be on the library reference shelf. The teacher has a responsibility for adapting the information and teaching it also.
	6. Other neighborhood signs	These can be related to general community pattern, and used as an introductory step towards making simple maps of their own community.
	7. Simple globe and map of local community	These are used only incidentally with intermediate slow learners, but can be related to visits from people out of the community and to community orientation. More detailed map study is reserved until secondary level.
	8. General background interpretation	These can build a general background for interpretation so necessary for communication expected of adolescents in the community. The Grade 3 series would preferably be used with those children who are most likely to be in junior high school after the current school year.
C-5	Monthly Activity Units Grades 2 & 3	

SOCIAL STUDIES

JUNIOR HIGH LEVEL

At the junior high level, social studies for the slow learners has two major emphases:

1. Personal—social development
   The adolescent should be beginning to assume responsibility for his own actions, to work out a code to live by and to demonstrate his ability to interact with his peer group in school and community.
2. A depth study of the local community which notes:
   a) community change—local history, civic progress
   b) community responsibility—provisions for law, government, health, welfare, safety
   c) community recreation—facilities provided, how to use them
   d) community occupations—kinds of work done in the area
   e) inter-community relations—differences and similarities with other communities; exchange of goods and services.

Because much of this information cannot be found in available textbooks, library reference materials become especially important for this age level. Among these resources which junior high groups have found useful are:

I. SOCIAL DEVELOPMENT; SOCIAL RELATIONSHIPS

Publisher Code	**Title**	**Description**
G-1	The Discover series	Selected copies of this biographical series are excellent for individual reading and reporting to the class. These books may give the early teen-ager a variety of "models" whose strengths he can identify with and emulate. (Can be related to English.) Single copies are suggested for the library shelf. While difficult for slow learners at this age to read independently, the interest they generate is a strong motivational factor.
	1. *Jane Addams*	
	2. *Clara Barton*	
	3. *Alexander Graham Bell*	
	4. *Buffalo Bill*	
	5. *Daniel Boone*	
	6. *Luther Burbank*	
	7. *Richard E. Byrd*	
	8. *Kit Carson*	
	9. *George Washington Carver*	
	10. *Henry Clay*	
	11. *Stephen Decatur*	
	12. *Frederick Douglass*	
	13. *Amelia Earhart*	
	14. *Thomas A. Edison*	

15. *Benjamin Franklin*
16. *George Goethals*
17. *Ulysses S. Grant*
18. *Sam Houston*
19. *Henry Hudson*
20. *Andrew Jackson*
21. *Thomas Jefferson*
22. *John Paul Jones*
23. *Helen Keller*
24. *John F. Kennedy*
25. *Francis Scott Key*
26. *Lafayette*
27. *Robert E. Lee*
28. *Lief the Lucky*
29. *Abraham Lincoln*
30. *Francis Marion*
31. *Samuel Morse*
32. *Florence Nightingale*
33. *Annie Oakley*
34. *Robert E. Peary*
35. *William Penn*
36. *Paul Revere*
37. *Theodore Roosevelt*
38. *Booker T. Washington*
39. *George Washington*
40. *Eli Whitney*
41. *The Wright Brothers*

M-1	*They Made America Great*	**Used also as a resource in senior high, this collection of biographical sketches tie in well with the series of books suggested above.**
S-2	*What Could I Do?*	**Used with the group who are most likely to move to senior high school the next year, this can open up for the first time the question of occupational choice.**

II. COMMUNITY UNDERSTANDINGS

A-1	*The Community Where You Live*	Two or three copies for reference would be helpful, especially if the class has access to a set of the accompanying filmstrips. The teacher's edition has useful hints relative to approaches and resources for unit teaching.
A-3	*Our Community*	A single copy is suggested for library reference. Contains very good information but packaged in a juvenile way (as it is *intended* for primary children.)
B-2	*You and the Community*	An up-to-date book, well organized and accurate, which stresses some of the points essential to the junior high social studies program. The class could profitably use five or six copies for group and individual reference.
C-3	The True Book series 1. *The True Book of Airports and Airplanes* 2. *The True Book of Cloth* 3. *The True Book of Communication* 4. *The True Book of Freedom and Our U. S. Family* 5. *The True Book of Holidays* 6. *The True Book of Houses* 7. *The True Book of Money* 8. *The True Book of Transportation* **(other titles in this series are suggested for intermediate classes.)**	Single copies are suggested for reference use.

SOCIAL STUDIES
(JUNIOR HIGH)

F-1	*You and Your World*	Written by a special class teacher for her own pupils, this provides an orientation to help the adolescent gain perspective of himself in relation to "his" world. Parts can be used as written; other items will need to be adapted to the local area. Some of this information will be reinforced in the high school program; it is and should be at the acquaintanceship level. Good, if appropriately used, for mature pupils within the class.
F-4	*Working Together*	A single copy for reference use is suggested.
G-2	*Your Town and Mine*	Two or three copies are suggested for reference. The *material* is *good;* the format is very juvenile. A creative teacher might adapt and localize a considerable amount of the information.
H-7	1. *Greenfield, U. S. A.* 2. *Communities at Work*	Three to six copies of each could be utilized, *Greenfield* by the less mature, *Communities at Work* by the better readers among the older pupils. Teacher's editions of both offer many ideas which can be used in unit development.
M-6	1. *At the Bakery* 2. *At the Bank* 3. *At the Freight Yard* 4. *At the Wholesale Produce Market* 5. *About Helpers Who Work at Night*	Single copies are suggested for reference use.

SOCIAL STUDIES
(JUNIOR HIGH)

6. *About the People Who Run Your City*
7. *About the Biggest Pine Tree*
8. *About the Captain of a Ship*
9. *About Cargo Ships*
10. *About Food and Where It Comes From*
11. *About Foresters*
12. *About News and How It Travels*
13. *About Ready-to-Wear Clothes*
14. *Good Times With Maps*
    (Other titles in this series suggested for intermediate units.)

R-1	*Around the Home*	Two or three copies are suggested for reference. Teacher's edition is helpful. Book would be more useful for pupils if illustrations could be changed in some instances.
R-5	*Finding Ourselves*	An introduction to geography written by a special class teacher for her own class. With some adaptation it can be utilized in other classes.
S-2	*Our Working World*	This presents a sound picture for the concept of work—individual and collective economic responsibility. However, the material will need adaptation for junior high pupils rather than being presented "as is".
S-4	*In City, Town and Country*	Basic information for a depth study of the community. Also builds concept of interdependence among communities. May be used as a text, if one desired, with Diamond edition available for communities with varied ethnic groups.

S-4	*New Centerville*	An older book which still presents important information. Single copy suggested for reference.
S-8	*We Look Around Us*	Single reference copy suggested, Teacher's edition lists good resources.
III.	**OTHER MATERIALS**	
	1. Student's Newspapers	Most can read at these levels in Junior High, and the younger editions would be too juvenile. Used regularly, they help to form a habit of "news awareness". Relate to TV and radio, newscasts, area newspapers.
S-1	*News Trails and News Explorer*	
W-12	*My Weekly Reader,* Editions 3 & 4	
	2. Local Newspapers	Important for knowing about current events, etc. (Used also for English, math and occupational information.)
	3. Pupils' pictures	At this age level pupils should be taught to use simple cameras as one use of leisure time. Pictures they take can be brought to school to improve interest in securing information and aid in summarizing what has been learned. Magazine pictures can be used in notebooks for social studies and science. Pupils must be taught how to mount pictures as evidence of developing positive work habits.
	4. Tape Recorder	In addition some pupils may be taught to operate visual aids equipment and may become part of a service group in the school. For recording summary information, improving organization.

	5. Familiar safety signs	Used in accentuating personal responsibility for safety, for developing skills to travel independence in the community.
L-2	Sets I, II, III	
T-4	*Common Signs of Community Service and Safety*	
	Pupil-made or pupil-collected signs that are found in the local community.	
	6. Highway safety	Younger junior high pupils are still using bikes for transportation. Older ones in the group may already be driving. Both types of travel must be reviewed, with emphasis on individual responsibility for safe vehicle operation.
O-6	*Bike Riders, Manual*	
T-4	*I Want A Drivers' License*	
	7. Practical information related to social living requirements	Uses of these would appear to be self-explanatory. The creative teacher will think of additional items.
	a) Advertisements from local stores—groceries, clothing, etc.	
	b) Maps—city, county, county-seat (If not own school district) and state road maps furnished by gas stations in community. Simple globe.	
	c) Menus—from local restaurants and from recognized establishments within a 10 to 20 mile area. (Should not be limited to the "hamburger joints". In this day, slow learners need acquaintanceship with "good" restaurants, also. Some may patronize them; some may work in them, a few years hence.	

d) Notices — banks, city-county offices, church and lodge bulletins, newsletters for civic and social organizations (with emphasis on those which have appeal for teenagers).	
8. Local Library resources	For information on local history.
9. Commercially available slides, filmstrips, movies and tapes related to units being taught	These are too numerous to list—and will vary from class to class. *How* they are used is extremely important; most slow learning groups will need two or three *directed* viewings.
10. Globe, state maps, area maps	To relate to current events and to map routes for field trips.

Although scarcely "materials", per se, mention should be made of the fact that well planned field trips can serve a highly functional purpose at this age level. Field trips should include industrial plants, historical sites, county court houses, hospitals, etc. These places are not appropriate for the younger slow learner.

SOCIAL STUDIES

SENIOR HIGH LEVEL

The purpose of social studies for the senior high slow learner is to round out his preparation for and assist his transition to adult community living. Emphasis is given to the development of habits and attitudes that encourage objective self-appraisal, contributing family membership, responsible citizenship and efficient work patterns—with opportunities for the pupil to demonstrate the degree to which he can meet these goals. The social studies program must, therefore, relate to the occupational orientation and work-study program for slow learners as well as provide background to partially meet the standards for graduation—Ohio history, United States history and government should be taught at a level commensurate with the pupils ability and rate for learning.

Library reference material, both within the classroom and in the school library, thus become major teaching aids, because the most important content may not be available in any textbook currently available. Resources which high schools have found useful include:

I. SOCIAL DEVELOPMENT; SOCIAL RELATIONSHIPS

Publisher Code	**Title**	**Description**
C-3	Frontiers of America series	Single copies on the room reading shelves, for reference and reporting. While these are biographical sketches of historical leaders, the personal characteristics should be stressed and discussion pointed towards the personal qualities which made them "people to be remembered". Are these qualities we could develop? How? Why?
	1. *Cumberland Gap and Trails West*	
	2. *Explorers in a New World*	
	3. *Gold Rush Adventures*	
	4. *Grizzly Adams*	
	5. *Heroes of the Western Outposts*	
	6. *Hunters Blaze the Trails*	
	7. *Log Fort Adventures*	
	8. *Mail Riders*	
	9. *Men on Iron Horses*	
	10. *Over the Mormon Trail*	
	11. *Pioneering on the Plains*	
	12. *Pioneers on Early Waterways*	
	13. *Pioneer Show Folk*	
	14. *Settlers on a Strange Shore*	
	15. *Steamboats to the West*	
	16. *Wagons Over the Mountains*	

C-7	1. *A Day With the Brown Family* 2. *The Browns at School* 3. *The Browns and Their Neighbors*	Written originally for adult illiterates, this points up social responsibility within the family and neighborhood. Good for *very slow* readers. Two or three copies for reference.
E-1	*Getting Along*	A series of ten pamphlets about developing good inter-personal relationships — good to set off small group or class discussion, or as a way to set the stage for role playing.
F-4	*Mary Elizabeth and Mr. Lincoln*	Another biography from which pupils may gain insight into personal qualities of strong individuals. Single copy—room library.
G-1	World Explorer series 1. *Christopher Columbus* 2. *James Cook* 3. *Hernando DeSoto* 4. *Ferdinand Magellan* 5. *Marco Polo* 6. *Sir Walter Raleigh* 7. *John Smith*	Single copies suggested for the room library. These books can develop an awareness that leaders exist—and have come from other nations than our own—and that the same personality characteristics are found in leaders everywhere.
G-3	1. *Great Americans* 2. *Great Lives*	Single copies for room reference, additional copies in school library, are suggested. These sketches provide another guide for older adolescents who are in the process of developing a set of values to live by.
H-10	*Abraham Lincoln: Man of Courage*	A paperback which the more able readers will enjoy. Single copy suggested.

SOCIAL STUDIES
(SENIOR HIGH)

N-5	The Turner-Livingston Reading series 1. *The Person You Are* 2. *The Family You Belong To* 3. *The Friends You Make* (Other titles suggested elsewhere in this list.)	Good basic information, written by a special class teacher. Can lead to group and individual judgments relative to attitudes, behavior, and personal responsibilities.
	The Turner-Livingston Communication series 1. *The Television You Watch* 2. *The Phone Calls You Make* 3. *The Newspaper You Read* 4. *The Movies You See* (Other titles suggested for English)	These books, written by a special class teacher for his own group, can be used to reinforce acceptable communication patterns in community living.
S-1	Tab books 1. *Clara Barton* 2. *Just Plain Maggie* 3. *The Story of John Paul Jones* 4. *Boy on the Mayflower*	Paperback books which can "respectably" be carried to home room or on the school bus. Single copies for the room library are suggested. Other titles from the series might be suggested for the school library.

II. *COMMUNITY UNDERSTANDINGS*

1. *General*

N-5	The Turner-Livingston Reading series *The Town You Live In*	Good for use with those pupils who may not have gained sufficient depth in junior high, for review with others.
N-6	*Living in Our Neighborhood*	Written for adult illiterates, this may prove helpful for the adolescent with limited reading ability as well as limited community concepts.
S-4	*Men and Machines Work Together*	Paperback; good for reference use — two or three copies in room library.

	Transportation, Lifeline of America	Also a paperback. One copy sufficient; reading vocabulary more difficult than many slow learners can manage independently.

2. *Ohio History* (Grades 9 or 10)

A-3	*Our State*	A single copy, for reference, would appear to be helpful — chiefly in helping the pupils understand that all states are alike in some respects, different in others. Teacher's edition is useful.
B-2	*Where the Ohio Flows*	At current writing, this is the best single reference for slow learners because it is within the reading range of a larger number of slow adolescents than any other Ohio history. Six to eight copies suggested for class use. Teacher's manual may also be useful.
	Where Rivers Meet *Gateways to America*	Companion volumes to *Where the Ohio Flows,* single copies of these should be available for reference. They provide a basis for comparison with other areas of the country.
C-3	Enchantment of America series 1. *Lakes, Hills and Prairies* 2. *Ohio*	Two or three copies of each are suggested for room reference. Well illustrated and acceptable format for high school.
H-6	*Land of the Great Lakes*	Good information which, unfortunately, is '"packaged" in a rather juvenile fashion. A single copy is suggested for library reference.

SOCIAL STUDIES
(SENIOR HIGH)

L-8	*Buckeye Tales*	An older book, written for younger children, but which contains sufficient information to warrant having a single copy on the reference shelf.
M-8	*Columbus, the Buckeye Capital*	Two or three copies are suggested for the reference shelf. Much of the information should be adapted to make it available to those pupils who have insufficient reading skill to read it independently. For those groups which do not live within easy access of Columbus, relationships to the rest of the state should be brought out through discussion and role playing.
M-8	*The Story of Ohio*	In workbook form, this contains material that lends itself to adaptation — and to developing the semester tests (which older slow learners frequently want to have when their peers are having exams.)
P-5	*Ohio, The Buckeye State*	A popular text for junior high school, this book contains some information not included in the others on this list. One or two reference copies may be useful; the pictures and diagrams can be interpreted even though the vocabulary is beyond the slow learning level. (This will also provide good background information for a teacher who is not a native Ohioan.)

III. *American History* (Grade 10 or 11)

A-1	*Learning About Our Country*	Good information but, because of format, single copy only is suggested for room library reference.
	Our America	Widely used by slow learning classes in earlier years (because pupils *could* read it), the format suggests that a single room reference copy should now be sufficient. (Still accurate, but juvenile for high school.)
C-3	*Pictorial Encyclopedia of American History*	Sixteen volumes, plus a teacher's guide (Vol. 17) make up this set. Ideally, it should be in the high school library, where students in the slow average range could also have access to it. A set *is* recommended for reference use by the slow learning class(es), whether in room or in library.
F-2	The Story of America series 1. *Colonial America* 2. *Great Americans* 3. *Great Explorers* 4. *Pioneer Days* 5. *Transportation*	Single copies of each are recommended for the room reference shelf.
	NOTE: Sets of photographic plates to parallel the material in these books are available from I-1	For class or small group reference work.
F-4	*Great Moments in American History*	Two or three copies for reference use.

G-2	*Trail Blazers of American History*	Biographical approach to American History. Single copy suggested for reference shelf in classroom. Somewhat juvenile, but factual.
G-3	*Exploring American History*	Single copy, for directed reference. Too difficult for most slow learners to read, but contains up-to-date information about which some may need to know. Illustrations and diagrams may help to make it useful. (Good, also, as "refresher reference" for the teacher!)
G-5	*America and Its Presidents*	Single copy suggested for room reference shelf. Good information, up to date.
H-10	*America is My Country*	Like other history texts, this book is beyond reading expectancy for most slow learners. Again, pictures, maps, diagrams make it useful—and including a copy on the room reference shelf may add status to the special education program in the eyes of other adolescents.
N-6	*The Story of Our America,* text-workbook edition	This same book is sold in a hard-cover text, but the workbook edition looks more appropriate for older adolescents. Good information, up-to-date. Suggest two or three copies for reference.
P-5	*The Growth of America*	Single copy only. Good reference for teacher. Contains details slow learners need not know, but may be good for maintaining status.

SOCIAL STUDIES
(SENIOR HIGH)

R-1	*Within Our Borders*	Single copy suggested for room reference shelf.
S-4	*In All Our States*	Three to five copies are suggested for reference and small group work. Good to reinforce concept of interdependence of communities—local, state, national.
	Living In Our America	Single copy for room reference shelf, to be used under teacher direction.
S-14	*Our United States*	Two or three room reference copies are suggested. May contribute to a review of certain specific information at the close of a given unit of work.

IV. *Civics, Government— or Problems of Democracy*—(Grade 11 or 12)

B-2	*We, the People*	A civics book that slow learners can understand. Five or six room copies are suggested for reference.
C-3	*You and the Constitution of the United States* *You and the United States*	Single copies of these companion books should be on the classroom reference shelf. Information is pertinent to understanding of government function and U. N. organization. Lends itself to discussion and role playing.
G-5	*The White House* *We, The People—the Story of the United States Capitol*	These companion handbooks are "musts" for the room and/or school library. The photographic plates and diagrams speak for themselves.

SOCIAL STUDIES
(SENIOR HIGH)

H-2	*Citizens of the U.S.A.*, Book I	A workbook text which emphasizes personal—local citizenship responsibility, and personal relationship to the national government. Reading level (approximately fifth grade) limits its usefulness with many slow learners, but ideas can be adapted.
M-8	*The Great Law of Our Land*	A text workbook that some slow learners may enjoy using for review and clarification of information gained from other sources. Reading level appears to be fifth to sixth grade equivalent.
N-6	*How to Become A United States Citizen*	Written for the foreign born adult in naturalization class, this handbook spells out citizenship responsibilities in terms the slow learner can understand. Three to five copies suggested for small group use.
	How We Live	A citizenship handbook written for adult illiterates, this, too, will be useful in working with slow adolescents. Three to five copies suggested.
	Live and Learn	A corollary to *How We Live,* by the same author. Simple vocabulary. Concepts are well presented. Three to five copies suggested.
O-2	*How to be a Wise Consumer*	Used also with math, this brings a personal dimension to the responsibilities of the citizen. (Same author as wrote civics handbooks noted in N-6.)

R-5	*Foundations of Citizenship,* revised	Written by a special class teacher for his own pupils, this volume again brings citizenship responsibilities down to the personal level where they have meaning for these adolescents.
	Rights and Duties of Citizens	This workbook accompanies the book mentioned above. Good for occasional use to reinforce or review concepts, good for suggestions for teachers.
S-7	The Free State	Geared more to the interests and capabilities of the slow average pupil, a single reference copy would be useful in a high school learning class.
S-14	*My Country*	A civics handbook written for adult illiterates, this presents information at a level the slow learner can understand. Five or six classroom copies are suggested.
U-1	*Federal Textbook on Citizenship,* Simplified edition	Written for naturalization classes, this is an excellent handbook —and one which *is* adult in appearance and content. The more competent pupils could profitably use this as a study reference, and it would be most helpful for the teacher. Five or six copies suggested.
	How Our Laws Are Made	Single copy for reference. The teacher should find it very helpful.
	Our American Government	Single copy for reference. Some pupils can use this for a specific purpose, under guidance. Good aid for the teacher.

W-4	*Our Constitution and What It Means*	Single copy for room reference. Older pamphlet but still accurate.
W-5	*Government and the People*	Written by special class teacher for his own pupils, this workbook may be helpful in some situations. The teacher may want a copy, also.

V. *Occupational Orientation* (Grades 9-12)

C-2	*Teen-Agers Prepare for Work* Books I & II	Written nearly ten years ago by a special class teacher for her pupils, these continue to be realistic introductory handbooks for the slow adolescent as he approaches his work-training program. Six to eight copies of each may be helpful.
	Campus Work Experience	Written later by the same author but less applicable to program. Single reference copy is suggested. The creative teacher can use this as a take-off point.
C-7	*Making A Good Living*	Written for adult illiterates, this will be usable by the slow learner in high school whose reading skills are very minimal. Two or three copies should therefore be sufficient.
F-3	*Finding Your Job*, Units 1-4	At this writing, these contain the most detailed information available relative to jobs which slow learners move into during and immediately following their school years. The *complete* series for *each* of the units should be

		available for class reference. Written for slow learning and slow average pupils.
	Help Yourself to A Job, Parts I, II	Single copies will be quite helpful to supplement the information contained in the "Finding Your Job" units.
F-4	Follett Vocational Reading Series 1. *The Millers and Willie B. Butcher, Baker, Chef* 2. *John Leveron, Auto Mechanic* 3. *Marie Perrone, Practical Nurse* 4. *The Delso Sisters, Beauticians*	These occupations may be occasionally within the reach of the slow learner; but using this information as a take-off, the students can learn this for themselves rather than from adults. Single copies for reference are suggested. (Written for slow average, reading range is Grade 4-6.)
L-2	*Doorways to Employment*	Used in English and math, these two pads point up personal responsibility and direction in seeking jobs. Good for practice, preliminary to utilizing local resources.
M-2	Target Series—all books	Written by a group of special teachers for their students, these units encompass information about occupations, family living and social skills. Copies should be available to supplement and extend concepts developed with Mrs. Carson's and the Finney Company materials mentioned above.
N-5	*The Jobs You Get*	Written by a special teacher for his own class, this workbook emphasizes the characteristics and information needed to se-

		cure a job. Three to five copies are suggested for class use.
N-6	*Your Family and Your Job*	Written for adults in Americanization classes, this presents factual information within a limited vocabulary. Two or three copies are suggested for the class.
R-5	The Getting Along series 1. *After School is Out* 2. *A Job at Last* 3. *Money in the Pocket* 4. *From Tires to Teeth*	Written by a special teacher for his pupils, these workbooks contain pertinent information for slow adolescents. The format appears somewhat juvenile for the age group towards which it is directed, for which reason two or three copies of each title should suffice. A single copy from which the teacher can adapt information may be preferable in many settings.
	5. *The Happy Housekeepers*	The same comments as made above apply here—only more so. A single copy from which the teacher can adapt information is recommended.
	6. *I Want A Job*	Good to parallel the Finney materials and *The Job Ahead* for pupils with limited background in both reading and job orientation.
S-2	*The Job Ahead*	Written on three reading levels, this book is the successor to the Rochester Occupational Reading series. Because it contains basic information related to work preparation and experience for slow learners, this book can be used as a class text with a group just

prior to community work placement. Most high school students will be able to handle Level I comfortably. Workbooks, teacher's manual and other supplementary material are available, for those who would like to have them.

Materials from the Widening Occupational Roles Kit

A. Junior Occupational Briefs
  1. Jobs dealing primarily with *things*
    a) *Assemblers in the Electronics Industry*
    b) *Automatic Vending Routemen*
    c) *Automobile Body Repairman*
    d) *Bottling Plant Workers*
    e) *Building Service Workers*
    f) *Candymakers*
    g) *Construction Laborers*
    h) *Dairy Industry Production Workers*
    i) *Dry Cleaning Workers*
    j) *Exterminators*
    k) *Factory Assemblers*
    l) *Frozen Foods Processors*
    m) *Gardeners and Grounds Keepers*
    n) *Guards and Watchmen*
    o) *Hotel Maids*
    p) *Household Workers*
    q) *Laundry Workers*
    r) *Long-Distance Truck Drivers*
    s) *Longshoremen*

These titles have been selected from among the 400 available because they represent the range of possible jobs for slow learners within present known limits. (Others may be added if they later prove to be held by adults who have been identified as slow learners during their school years.) Single copies are suggested for class reference. In addition, three to five copies should be made available of titles which reflect local employment possibilities for the entire state. This set of briefs supplements well the materials from the Finney Company.

S-2 Materials From the Widening Occupational Roles Kit (continued)

t) *Lumberjacks*
u) *Marina Attendants*
v) *Packers and Wrappers*
w) *Papermaking Production Workers*
x) *Parking Attendants*
y) *Power Plant Workers*
z) *Production Painters*
aa) *Sawmill Workers*
bb) *Sewing Machine Operators*
cc) *Shipping Clerks*
dd) *Short Order Cooks*
ee) *Stock Clerks*
ff) *Upholsterers*
gg) *Welders*

2. Jobs dealing primarily with *people* or *animals*
   a) *Animal Keepers*
   b) *Bus Boys*
   c) *Demonstrators*
   d) *Doormen*
   e) *Farmers*
   f) *Firemen*
   g) *Fishermen*
   h) *Grocery Checkers*
   i) *Hospital Attendants*
   j) *Hotel Bellmen*
   k) *Janitors*
   l) *Local Bus Drivers*
   m) *Newsstand Vendors*
   n) *Office Boys and Messengers*
   o) *Receptionists*
   p) *Routemen*
   q) *Service Station Workers*
   r) *Sight-Seeing Guides*
   s) *Taxi Drivers*
   t) *Waiters and Waitresses*

B. Junior Guidance Booklets 1. *Planning Your Future* 2. *Your Abilities* 3. *All About You* 4. *Getting Along in School*	Two or three copies for class use. Related also to health.
C. Set of 5 Filmstrips "Foundations for Occupational Planning"	These are excellent for "setting the stage" in occupational orientation. If not available from the school guidance counsellor, a set should be a part of the class equipment.
S-11 *Off to Work*	One of the Functional Basic Reading series, this book is a good one to precede *The Job Ahead* (S-2) for less mature high school pupils. Points up many of the same characteristics for success on the job and in the community. Three to five copies suggested for group use.
S-19 *A Teen-Ager's Guide to Employment*	Copies of this should be in the hands of every pupil prior to paid community work experience and the information should be well reinforced through discussion, role playing and reports from graduates or class members who are already working.
U-1 *A Social Security Card for You*	Essential for every pupil prior to his employment on a paid job. Good to work through with 9th or 10th graders in case any secure part time employment before they reach the community job training phase of the school program.

VI. *OTHER MATERIALS*

	1. Student Newspapers	Of these, *News for You* is strongly recommended because it is more adult (intended for an adult group). More advanced editions of the other two are available but beyond the reading level of slow learners.
L-9	*News for You,* Editions A & B or	
S-1	*News Explorer and Newstime* or	
W-12	*My Weekly Reader,* Editions 4 & 5	
	2. Local Newspapers	Important for developing awareness of local affairs and for the pattern of following current events.
	3. Pictures	Pictures of service projects and job experiences can reinforce concepts of work and community responsibility.
	4. Tape recorder	For summarizing and reviewing information. Also for recording classroom interviews.
	5. All safety and highway signs	As community resources, these are of vital importance. Most are now drivers as well as passengers. This has impact on the community because driving requires the ability to decipher, interpret and obey all road signs and road regulations.
	6. Driving Rules	Bulletin issued with each Ohio's learner's permit and available from local police. Can be secured for class group.
	7. Practical information related to community living a) Advertisements from local stores—groceries, clothing, etc.	Uses of these would appear to be self-explanatory. The creative teacher will think of additional items.

b) Maps—city, county, county seat (if not own school district) and state road maps furnished by gas stations in community.	
c) Menus—from local restaurants and from recognized establishments within a 10 to 20 mile area. (Should not be limited to the hamburger joints. In this day, slow learners need acquaintanceship with "good" restaurants, also, some may patronize them; some may work in them, a few years hence.)	
d) Notices — banks, city-county offices, church and lodge bulletins, newsletters for civic and social organizations (with emphasis on those which have appeal for teenagers).	
8. Local library resources	To develop a pattern of seeking information which can continue after school years.
9. Commercially available slides, films and filmstrips, also records and tapes related to units in history, government, occupations.	See person responsible for audio-visual aids in your local school.
10. Local map, county, state and area maps, also national map and globe.	To relate chiefly to current events and personal travel plans —also to extend the idea of relationships between communities, states and nation.

SCIENCE
FOR
SLOW LEARNERS

SCIENCE

PRIMARY LEVEL

Science, like social studies, is primarily an action experience for the young slow learner. Science is designed to develop the child's awareness of his environment, and for that reason must be centered around his physical and mental health, and personal safety. Through observations and manipulations, the pupil can also learn about plants and animals and the effect of weather and seasons on his daily life. Books are of least value in teaching him what he needs to know; therefore very few are suggested Among those which can be used are:

Publisher Code	**Title**	**Description**
A-1	*Exploring Science,* Book I (Other titles suggested for older pupils)	Written for first grade, a single copy can be useful for reference.
B-2	Animal Adventure series 1. *Becky, the Rabbit* 2. *Squeaky, the Squirrel* 3. *Skippy, the Skunk* 4. *Sandy, the Swallow* 5. *Pudgy, the Beaver*	Underneath the fun of these fanciful stories is real information. For the primary child this is good "first acquaintance" material. Single copies for library table are suggested.
	Science and Conservation series 1. *Let's Go* 2. *Let's Try* (Other titles suggested for older pupils)	Good basic books. Single reference copies are suggested.
G-2	*Health and Happy Days*	Single copy, reading shelf, suggested.
	Science and You (Other titles suggested for older pupils)	Two or three copies suggested for children's use. Teacher's edition can be helpful.
H-4	*Now You Do It*	A chart book of pictures that develop a sequence of ideas and introduce children to basic science concepts. If the suggested activities are followed through, this would be a "must" in science materials for primary slow

		learners. Teacher's manual is helpful.
H-7	*Science for Work and Play*	Teacher's edition has many good suggestions. Material is up-to-date. Two or three copies could be used, as well as accompanying filmstrips.
L-1	*First Steps to Health*	Well planned, well illustrated, but teacher will need to adapt because of phases like "The first grade planned ——." Teacher's edition contains many good ideas. Single copy suggested.
M-1	*The Macmillan Science-Life series,* Book 1	Good to use with the children, under direction. Makes use of activity and picture interpretation more than reading. Teacher's edition appears particularly helpful. Three to five copies suggested for class use.
S-4	*Science is Wondering*	A series of charts that stimulate science questions and activities, these should be a "must" in every primary class. Introduction to basic concepts.
	Health and Safety charts	A second chart series built around health concepts. Teacher's resource book, which accompanies charts, is full of suggestions. Should be a part of classroom materials.
S-14	*Do You Know?*	Workbook that can stimulate language relating to science, help review and determine whether concepts have been established, or be used when a substitute teacher is present.

SCIENCE

INTERMEDIATE LEVEL

Because his peers are using books to gain information, it becomes important to slow learners at this age level to use some comparable material. However, *seeing, feeling,* and *experimenting* with things to secure answers to questions are still the most important approaches to science for these boys and girls. Teachers need to be selective of information, also, recognizing that health, safety, plant and animal life, weather and seasons, are the primary topics for study. Unit studies on dinosaurs, planets or space exploration are not appropriate for slow learners.

Publisher Code	**Title**	**Description**
A-1	*Exploring Science,* Book II	A single copy of this primary text would make a good reference.
A-3	*ABC Science Series,* Book 1 Book 2	Good reference material from which the boys and girls can get ideas independently. Suggest two or three copies of each for class use.
B-2	Science and Conservation series 1. *Let's Find Out* 2. *Let's Look Around* (Other titles suggested at other levels)	Good basic books. Single reference copies suggested.
	What Is It series? 1. *What is a Plant?* 2. *What is a Season?* 3. *What is a Simple Machine?* 4. *What is a Turtle?* 5. *What is a Bird?* 6. *What is a Chicken?* 7. *What is a Fish?* 8. *What is a Butterfly?* 9. *What is a Cow?* 10. *What is a Frog?* 11. *What is a Tree?* (Other titles in the series are suggested for secondary groups)	Single copies on the reading table can be used both as reference and for fun.

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C-3	The True Books series 1. *The True Book of Animal Babies* 2. *The True Book of Animal Homes* 3. *The True Book of Animals of Sea and Shore* 4. *The True Book of Birds We Know* 5. *The True Book of Dogs* 6. *The True Book of Farm Animals* 7. *The True Book of Pets* 8. *The True Book of Plants We Know* 9. *The True Book of Tools for Building* (Other titles from this series reserved for junior and senior high school classes)	Single copies for library reference are suggested.
F-4	Beginning Science Books 1. *Ants* 2. *Beavers* 3. *Birds* 4. *Butterflies* 5. *Frogs and Toads* 6. *Hummingbirds* 7. *Insects* 8. *Machines* 9. *Magnets* 10. *Plants With Seeds* 11. *Rocks and Minerals* (Other titles in this series are suggested for use in junior and senior high school)	Single copies for library table are suggested.
H-7	1. *Science for Work and Play* 2. *Science for Here and Now*	Excellent reference material—up to date—have good suggested experiments—can be selected to fit unit teaching. Accompanying

		filmstrips should be helpful, as should teacher's edition of the texts. Three to five copies suggested.
L-1	*The Macmillan Science Life series* Book 2	This book is quite usable as a reference for intermediate slow learners, under teacher direction. Concepts well presented. Activities and experiments are feasible for classroom use. Teacher's edition is particularly helpful. Approach to mental as well as physical health is positive. Suggest three to five copies.
M-3	1. *Being a Friend* 2. *Winning Friends*	Written as supplementary or "co-basal" readers, these books are actually presenting a mental health approach to personal relationships which intermediate slow learners both need and appreciate. Suggest five or six copies of each title, to be used under teacher direction.
M-6	The Look-Read-Learn Books 1. *About All Kinds of Days* 2. *About Clouds* 3. *About Garden Dwellers* 4. *About Our Weather* 5. *About Things That Grow* 6. *Look and See* 7. *Seeds Are Wonderful* (Other titles suggested for junior-senior high classes)	Single copies for library reference are suggested.
S-4	1. *Science is Fun*	Good to use with a few of the slower developing children in an intermediate class. Its reliance on picture interpretation rather

		than reading for information gives the older elementary child who is borderline a chance to do some thinking “‘on his own.” Basic concepts are developed. Teacher's edition plus three to five copies are suggested.
	2. *Science is Learning*	Good basic material within the comprehension of the upper group in the class. Teacher's edition plus five or six copies are suggested for class use.
	3. *Health for All, Book One* *Health for All, Book Two*	Up-to-date. Deal with mental as well as physical health. Three to five copies of each title suggested for class use.
S-6	*Science 1*	Photographic plates make this a superior reference for intermediate children. Concepts presented are basic to daily living. Three to five copies suggested for class use.
S-8	*Science for You*	Single copy on reading shelf can be useful in extending information.
S-14	*Things Around You*	A workbook that can be useful for review or when substitute teacher is needed. (Substitute cannot be expected to know group routines.)

SCIENCE

JUNIOR HIGH LEVEL

Major science emphases continue to be those mentioned at the elementary level. However, because adolescents have more responsibilities within the family and these young people need specific information to survive in regular shop and home economics courses, the proper care and use of gas and electrical appliances, motor driven equipment, comes in for consideration. Adolescent curiosity (and appetites!) make this a good time to stress food preparation and preservation—and to experiment with food spoilage. Experimentation, observation and discussion should take precedence over reading about science; but information can be secured from such materials as:

Publisher Code	**Title**	**Description**
A-1	*Exploring Science*, Book III	Good factual material, but may need adaptation because of format which is quite juvenile. Single copy suggested.
A-3	*ABC Science Series*, Book 3 Book 4	While pictures are childish in Book 3, content is sufficiently stimulating that it can be used with pupils. Content from Book 4 should be selected and adapted; it is beginning to move away from emphases for slow learners. Single copies of each are suggested.
B-2	Science and Conservation series 1. *Let's See Why* (Other titles suggested for younger classes.)	Good basic book. Single copy should suffice for reference.
	What is It, series 1. *What is the Earth* 2. *What is Air* 3. *What is a Bee* 4. *What is a Human* 5. *What is an Insect* 6. *What is a Machine*	Single copies are suggested for the room library shelf—for reference use. Juvenile format may require a selling job, although contents are not that "young".

7. *What is a Magnet*
8. *What is a Reptile*
9. *What is a Rock*
10. *What is a Rodent?*
11. *What is Soil?*
12. *What is Sound?*
13. *What is Water?*
14. *What is Weather?*

(Other titles in this series are suggested for intermediate and senior high groups.)

C-3 The True Books series

Single copies are suggested for the room reference library.

1. *The True Book of Animals of Small Pond*
2. *The True Book of Communication*
3. *The True Book of Health*
4. *The True Book of Honeybees*
5. *The True Book of Horses*
6. *The True Book of Insects*
7. *The True Book of Oceans*
8. *The True Book of Pebbles and Shells*
9. *The True Book of Reptiles*
10. *The True Book of Rocks and Minerals*
11. *The True Book of Science Experiments*
12. *More Science Experiments*
13. *The True Book of Seasons*
14. *The True Book of Sounds We Hear*
15. *The True Book of Spiders*
16. *The True Book of Trees*
17. *The True Book of Tropical Fishes*
18. *The True Book of Weeds and Flowers*

	19. *The True Book of Whales and Other Sea Mammals* 20. *The True Book of Your Body and You* (Other titles from this series are suggested for other levels in the program.)	
F-4	Beginning Science Books 1. *Air* 2. *Friction* 3. *Mammals* 4. *Sound* 5. *Your Wonderful Body* (Other titles in this series are suggested for intermediate classes.)	Single copies for the room reference library.
G-2	*Health and Safety for You* 1. *Science Everywhere* 2. *Discovering with Science*	Two or three reference copies can be useful at this level. Single reference copies—with selected information used. Good ideas, but "pulling away from" slow learning program.
H-4	*Today's Basic Science,* Book 3	Much of this can be used by junior high slow learners. Two or three copies are suggested for class use.
	The Basic Science Education Series 1. *The Insect Parade* 2. *Pebbles and Sea Shells* 3. *Six-legged Neighbors* 4. *Useful Plants and Animals* 5. *Watch Them Grow Up* 6. *Water Appears and Disappears* 7. *The Air About Us* 8. *Animal Travels* 9. *Animals of the Seashore*	Paperbacks. Good reference material. Single copies.

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10. *Animals of Yesterday*
11. *Animals We Know*
12. *Birds*
13. *Clouds, Rain and Snow*
14. *Fire*
15. *Fishes*
16. *Flowers, Fruits, Seeds*
17. *The Garden and Its Friends*
18. *Insects and Their Ways*
19. *Living Things*
20. *Magnets*
21. *Reptiles*
22. *Spiders*
23. *Thermometers, Heat and Cold*
24. *Toads and Frogs*
25. *Trees*
26. *Water*
27. *What Things Are Made Of*
(Other titles in this series are suggested for intermediate and high school classes.)

H-7	1. *Science Far and Near*	Good reference — basic, up-to-date. Accompanying filmstrips useful. Three to five reference copies suggested, as well as a copy of the teacher's edition.
L-1	1. *Habits for Health* 2. *Building for Health*	Cannot be used directly with junior high pupils because of illustrations and reference to "in the third grade" or "The fourth grade worked——." Because the content is excellent and in line with content for slow learning classes, single copies of the teacher's edition are suggested for adaptation.
M-1	*The Macmillan Life Science* series, Book 3	Unlike many books written for younger children, this one would appear to be usable with junior

		high slow learners. Most of its content is pertinent to the slow learning program; presentation is clear and suggested activities are realistic. Teacher's edition gives thorough sequential procedures, as well as other helps and references. Three to five copies suggested for class use.
M-3	1. *Keeping Your Friends* 2. *Aiming High*	Books 3 and 4 of the Co-basal Challenge Reader series. These stories can stimulate discussion and activity that help junior high slow learners to gain insights about personal and group behavior. Five or six copies of each title are suggested, for use under teacher guidance.
M-6	The Look-Read-Learn books 1. *About Nuts* 2. *About Silkworms and Silk* 3. *About Animals That Work for Man* 4. *About the Land, the Rain and Us* 5. *About Wonderful Wheels* (Other titles in this series suggested for intermediate or high school units)	Single copies are suggested, for library reference.
M-8	How and Why Wonder Books 1. *Weather* 2. *Electricity* 3. *Insects* 4. *Reptiles and Amphibians* 5. *Birds* 6. *Beginning Science* 7. *Machines* 8. *The Human Body* 9. *Sea Shells* 10. *Horses*	Good reference material for unit study. Single copies suggested for reading shelf.

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11. *Wild Animals*
12. *Ants and Bees*
13. *Sound*
14. *Wild Flowers*
15. *Dogs*
16. *Fish*
17. *Butterflies and Moths*
18. *Light and Color*
19. *Magnets and Magnetism*

S-4	*Science is Exploring*	Usable with small group study in junior high. Teacher's edition plus three to five copies suggested. Lends itself to unit adaptation.
	Health for All, Book Three	Good approach for both mental and physical health. Teacher's edition also points up relationship with physical education program. Two or three copies are suggested for class use. Teacher should have teacher's edition.
	Health and Personal Development 1. *Three Friends* 2. *Five in the Family*	Two or three copies of each are suggested for reading shelf. Teacher can utilize these to stimulate discussion and role playing in connection with inter-personal relations and mental health.
S-6	1. *Science 2* 2. *Science 3*	Photographic plates make it possible to use these effectively with older children. Five or six copies of Science 2 are suggested; two or three copies of Science 3. If there are any poor achievers (non-readers, late placements, etc.), the teacher

	may also want one or two copies of Science 1, generally recommended for use with intermediate classes.
S-8 *Science All the Year*	Single copy for pupil reference.
S-14 *You Find Out*	Parts of this workbook can be helpful for reviewing specific units or for testing when others in the junior high are having semester or grading period exams.

SCIENCE

SENIOR HIGH LEVEL

The importance of physical and mental health is still the primary consideration in the science program—with emphasis now on family and citizenship responsibilities as well as personal health and safety. An amazing amount of general science can be assimilated in relation to job orientation, also—such as uses and choices of detergents, stain removal, choice of paints and varnishes for specific uses, friction, etc. Wherever feasible, observation and experimentation are the best approaches; but supplementary book information can be helpful.

Materials other schools have found useful are listed below. (Health books are marked with an asterisk so that they may be identified for specific health classes.):

Publisher Code	**Title**	**Description**
A-1	Our Environment series 1. *Our Environment; Its Relation to Us* 2. *Our Environment; How We Adapt Ourselves to It* 3. *Our Environment; How We Use and Control It*	Too difficult for most slow learners to read, yet useful because of topics it stresses—can be interpreted, through oral discussion and role playing. Single copies should suffice.
B-2	What is It series 1. *What is Air?* 2. *What is a Cell?* 3. *What is Chemistry?* 4. *What is Electricity?* 5. *What is Electronic Communication?* 6. *What is Energy?* 7. *What is Gravity?* 8. *What is Heat?* 9. *What is Light?* 10. *What is Matter?* 11. *What is Sound?* (Other titles in this series are suggested for younger age levels.)	Single copies on the room library reference shelf can be used for reviewing and reporting to classmates. Important general concepts. However, because of juvenile appearance it is suggested that book covers be put on these to help the students "save face." (Concepts are definitely NOT juvenile.)

C-3	The True Books series 1. **The True Book of Bacteria* 2. *The True Book of Air Around Us* 3. *The True Book of Chemistry* 4. *The True Book of Conservation* 5. *The True Book of Energy* 6. **The True Book of Health* 7. *The True Book of Magnets and Electricity* 8. *The True Book of Plant Experiments* 9. *The True Book of Weather Experiments* *10. *The True Book of Your Body and You* (Other titles from this series are recommended for younger children.)	Single copies are suggested for the room reference library.
	Young People's Science Encyclopedia	If there is not a set of these books in the high school library, the special class should be provided with one. Much of this information is "packaged" so that slow adolescents can use it independently.
F-4	Our National Parks Books 1. *Grand Canyon, Zion, Bryce Canyon* 2. *Great Smoky Mountains, Everglades Mammoth Cave* 3. *Mount Ranier, Mount McKinley, Olympic* 4. *Rocky Mountains, Mesa Verde, Carlsbad Caverns* 5. *Yellowstone, Glacier, Grand Teton* 6. *Yosemite, Sequoia, King's Canyon, Hawaii* Nature—Adventure Series	One way to acquaint pupils with their national heritage—and to relate science to leisure time activities. Single copies on library shelf are suggested.

SCIENCE
(SENIOR HIGH)

F-4	1. *Birds in Flight* 2. *Desert Beauty* 3. *Grand Canyon Hike* 4. *Ground Afire* 5. *The Lightning and the Rainbow* 6. *Nature's Lumberjack* 7. *Unusual Animals of the West* 8. *Water and the Thirsty Land* 9. *The Wind Has Scratchy Fingers*	Another way to extend horizons for these boys and girls. Photographic plates make up for difficulty of the reading level—and the books are acceptable to all high school students. Single copies are suggested, for reference.
G-2	*1. *Growing Your Way* *2. *Keeping Healthy and Strong* *3. *Teamwork for Health*	Teacher's edition suggested for adaptation, plus single copies for reference. Format and illustrations negate general use at high school level, although the information is sound.
	1. *Discovering With Science* 2. *Adventuring in Science*	Single copies for reference. Part of content moves beyond abilities and needs of slow learners; assignments should be *selected.*
H-4	*Today's Basic Science,* Book 4 *Today's Basic Science,* Book 5	Single copy of each for reference. Parts of these books do not relate to science for slow learners, but others—especially the units on health and food—are quite pertinent.
	The Basic Science Education series 1. *Dependent Plants* 2. *The Earth a Great Storehouse* 3. *Electricity* 4. *Garden Indoors* 5. *Gravity* 6. *Plant and Animal Partnerships* 7. *Plant Factories* 8. *Machines* 9. *Saving Our Wildlife*	Because these are paperbacks, they are very well accepted by high school pupils. Single copies for reference.

10. _The Scientist and His Tools_
11. _Seeds and Seed Travels_
12. _The Sky Above Us_
13. _Sound_
14. _Stories Read From the Rocks_
15. _Thermometers, Heat and Cold_
*16. _You as a Machine_
(Other titles in this series are suggested for lower levels.)

H-7	1. _Science in Your Life_ 2. _Science in Our World_	Single teacher's edition copies of these are suggested. Information is excellent, but reading too difficult and many of the concepts are moving away from the slow learner's program needs. Material lends itself well to adaptation. Film strips are still useful, if selected for topic emphasis.
	*_Growing Up_	Beyond the reading level of slow learners, yet contains much pertinent information these pupils need to know. Single copy for teacher's adaptation and reference use.
L-1	*1. _Your Health_ *2. _Growing in Health_ *3. _Improving Your Health_	While inappropriate for direct use with pupils, the content of these books is pertinent to needs of slow learners. Single copies of the teacher's edition are suggested for ideas and adaptation.
M-1	*The Macmillan Science-Life series, Book 4 Book 5 Book 6	Excellent materials for adaptation and supplementary use. Emphases are in line with the goals of the slow learning, although content used should be selected to fit current unit studies. Teacher's edition con-

	tains valuable references and other suggested for reference shelf.
M-3 *1. *Aiming High* *2. *Gaining New Heights* *3. *Reaching Ahead*	The teacher—or the more advanced readers in the class—may find it preferable to read to the group from these books, since operational level is beyond many pupils in the slow learning range. However, the content is important to the development of mental health concepts. Discussion leads adolescents to understand their own reactions in certain situations and to give clues for group adjustment in the community. Two or three copies of each title are suggested, for class use.
M-6 The Look-Read-Learn books 1. *About Atomic Power for People* 2. *About the Biggest Salmon* 3. *About Insects—Indoors and Out* 4. *About Insects That Help Plants* 5. *About Caves* 6. *About Dams* 7. *About Rivers* 8. *About Saving Wildlife for Tomorrow* 9. *About Trees for Tomorrow* (Other titles in this series are suggested for younger classes.)	Single copies of each title suggested for room library reference.

N-2	*The National Forum Guidance 1. *About Growing Up* 2. *Being Teen-Agers* 3. *Our School Life* 4. *Discovering Myself* 5. *Planning My Future* 6. *Towards Adult Living*	Originally written for use in junior high grades, these point up mental health and social adjustment, as well as physical health, in a way slow learners can understand. Reading can be done by a few students. But interest of all can be captured through discussion and role playing. At least one copy of each title should be on room reference shelf; some teachers will want more.
R-3	*Readers Digest Science Readers* Red book Green book Blue book	At least one copy of each title is suggested for reading shelf. Some teachers will want more. (No teacher's editions available.)
S-4	1. *Science is Experimenting* 2. *Science is Discovering* 3. *Science is Adventuring*	Single copies of each title are suggested for the reference shelf. Teacher may also want teacher's editions for use in adapting information pertinent to the needs of the class.
	**Health for All*, Book Four Book Five Book Six	Single copies of each are suggested for reference shelf.
	*Health and Personal Development Program 1. *The Girl Next Door* (Gr. 9) 2. *You* (Gr. 10) 3. *You and Others* (Gr. 10) 4. *Into Your Teens* (Gr. 9 & 10)	Two or three copies on pupil reference shelf. Teacher should have teacher's editions for ideas and adaptation.

SCIENCE
(SENIOR HIGH)

	*Basic Health and Safety Program 1. *About Yourself* (Gr. 9) 2. *About All of Us* (Gr. 9) 3. *Advancing in Health* (Gr. 10) 4. *Health and Safety for Teenagers* (Gr. 11)	Two or three copies for student reading shelf. Teacher will want copies of each title in teacher's edition for instructional adaptation. Vocabulary is beyond the reading power of slow learners, but pictures and diagrams make them usable.
S-8	1. *Science Adventures* 2. *Science Discoveries* 3. *Science Experiments*	Single copies for adaptation. Information is generally acceptable but present format is too childish for high school.
S-14	1. *Physics* 2. *Psychology*	Written with a basic vocabulary for adults with limited reading ability, these contain important ideas for slow learners in the high school. At least one copy should be on book shelf; some teachers will want more.
U-1	Pamphlets dealing with health problems about which slow learners must be informed are available from this source. Representative samplings of their offerings are: 1. *Smoking, Health and You* 2. *Your Teenage Children and Smoking* 3. *Venereal Disease Education*	These are chiefly for teacher use, to be adapted to the reading levels of the class and discussed with pupils. Films and filmstrips are available from other resources to implement this information.

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[17] John I. Goodlad, *School Curriculum Reform in the United States* (New York: The Fund for the Advancement of Education, 1964), p. 87. The author identified five new programs in high school mathematics, two in chemistry, one each in biology and physics, and three new ones in elementary school.

[18] *Ibid.*, p. 85.

[19] For a historical treatment of the development of the profession see Willard S. Elsbree, *The American Teacher* (New York: American Book Company, 1939).

[20] Myron Lieberman, *The Future of Public Education* (Chicago: The University of Chicago Press, 1960), p. 264.

[21] Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee, *The Organization and Control of American Schools* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 27-34.

[22] C. L. Sharma, "Who Should Make What Decisions?," *Administrator's Notebook*, III, No. 8 (April, 1955), p. 4.

[23] William A. McAll, *Measurement of Teacher Merit* (Raleigh: North Carolina State Board of Education, 1952), p. 40.

[24] Robbin Barstow, Jr., "Which Way New York City—Which Way the Profession?," *Phi Delta Kappan*, XLIII, No. 3 (December, 1961), p. 122.

[25] Mary Parker Follett, "Constructive Conflict," ed. Henry C. Metcalf and L. Urick, *Dynamic Administration* (New York: Harper & Brothers, 1940), pp. 35-36.

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CRITERIA FOR SELECTION OF MATERIALS

1. **Appropriate materials are of necessity selected to fit the age ranges, mental maturity ranges and social developments which may be expected at each level in the program.**
   a) **Difficulty of materials is related to probable range of mental abilities.**
   b) **Content is related to the chronological age and social interests of the children.**

2. **Program goals must be kept in mind when selecting materials, since instructional materials used help determine whether these goals are attained. This is more important now than formerly because more communities have a sequential program providing for children from primary years through high school graduation. Teachers must now be more aware of what is appropriate for their own segment of the program.**

3. With books, specific factors were reviewed:
   a) **Appearance, by comparison with those used by other students of comparable age.**
   b) **Page arrangement—placement and quantity of pictures and diagrams; kind, quality and social significance of pictures.**
   c) **Kind, style, quality of type used.**
   d) **Evidence of grade labelling and whether this is too obvious.**

4. **Accuracy of content. Inaccuracies are never deliberate, but sometimes exist:**
   a) **by implication for a group of children who read quite literally.**
   b) **because material written even five years ago may not reflect current knowledge in some content areas.**

5. **Selection was made in part from materials already in use in Ohio slow learning classes and recommended by experienced teachers in the field.**